

LIBRARY OF CONGRESS.

Chap.

L 138

Shelf

.C1

1860

PRESENTED BY

UNITED STATES OF AMERICA.

[Ordered 1000 copies for the House.]

REPORT

ON

PUBLIC EDUCATION,

BY

Don H.
Mr. Lewis, of Hancock,

WITH

APPENDIXES

GIVING STATISTICS OF SCHOOL RETURNS, AND OTHER
DOCUMENTS ON THE SUBJECT.

—O—



MILLEDGEVILLE, GA.:
BOUGHTON, NISBET & BARNES, STATE PRINTERS.

1860.

L 138
C 1
1860

THE NEW YORK PUBLIC LIBRARY

REPORT.

Mr. Lewis, of Hancock, a member of the Committee on Public Education, submits the following:

Having been for six consecutive years a member of the House Committee on Public Education, and four years its chairman, and having, during that period, with some care and labor and anxiety, observed all the efforts and measures set on foot both in the Legislature and in educational conventions, and by individuals, for the purpose of advancing the cause of education, and having been unable even with the advantages of an eligible and responsible position in the Legislature of securing the adoption by that body of any of the wise suggestions which have emanated from the sources named, it is conceived that no more valuable service is possible now for me to render than to embody and present in a single view the suggestions referred to as they come from the minds of the authors, as well as at the same time to give ideas which may have at different sessions come into the General Assembly in the form of bills offered by members for enactment upon the subject. A synopsis of a number of the most important are here presented, giving their idea only. An innumerable quantity are not noticed, being merely local in their objects, such as to require Ordinaries of different counties to pay any number of *poor teachers* for teaching of *poor children* of *poor schools*. The statutes of the State, for the last six or eight years, are burdened with the enactments of this character. The expense to the State in the *per diem* of the members while enacting them, and of the printing of their progress through the journals of both Houses, and in the pamphlet laws, when enacted, has been sufficient doubtless, if closely calculated and put in one amount, to have endowed a normal school upon the plan of the last Executive recommendation. This trifling legislation has resulted from the refusal by the General Assembly annually for the last six years, (and how much oftener, the record is not at hand to note,) of the appointment of a department or head of education, here at the Capitol, with authority to enable him to get at the wants of the State through the means of statistics and with the ability to understand those wants when thus shown by

facts and figures, and with the wisdom to devise the remedies for the admitted evils. The expense to the State of such legislation would many times overpay the expenses of the department alluded to. The House of Representatives of 1860 have passed a bill establishing the department, it is feared, however, at too late a period for it to receive the favorable consideration of the Senate.*

Under the impression that nothing, on account of the absorption of the legislative as well as the popular mind with the grave question of the state of the country, will be accomplished this session, the *suggestions* and *ideas* alluded to are here given for the easy reference of those to whose hands, in future, this important subject is to be committed. And, as the object of this report is to submit all that is available of the suggestions of others, and not my own opinions, attention is first invited to the Synopsis of Bills introduced into the House of Representatives.

The following bills have been referred to the Committee on Public Education:

A bill by Mr. Fain, of Gilmer, which only proposed such a change in the Act of 1858, "to aid education," as to increase the appropriation of the net earnings of the Western & Atlantic R. R., for purposes of education, from one hundred thousand to one hundred and fifty thousand dollars.

A bill by Mr. Broyles, of Whitfield, proposing also to add fifty thousand dollars of the net earnings of the Road to the sum appropriated by the Act of 1858, and authorizing the Ordinaries to appoint persons who shall be sworn to faithfully discharge their duty, and whose duty it shall be to make a return by the first of October of each year of all the children within the bounds of the district assigned entitled by law to the benefits of the common school fund.

A bill by Mr. Tuggle, of Campbell, which provides,

1st. That the fund given by the State for education shall be a poor school fund.

2d. That the children of no person with a taxable property of five hundred dollars and upwards shall participate in its benefits.

3d. Requiring Ordinaries to pay amounts of teachers of poor children, and requires the surplus to be used in the purchase of books and distributed proportionably among the schools.

A bill by Mr. Strickland, of Madison, which proposes to repeal the Act of 11th December, 1858, "to provide for the education of the children between certain ages; to appropriate one hundred and thirty thousand dollars of the

* As apprehended, the bill appointing a Superintendent of Education was not reached in the Senate. A copy is appended for reference.

net earnings of the Western & Atlantic Rail Road, and the original poor school fund, as permanent funds for the education of poor children; to appropriate such portion of the net earnings of the Road as may be necessary for the payment of the interest on the public debt, and the principal, as it falls due; the balance of the net earnings to be appropriated to the reduction of the taxes of the people.

The bill distributes the funds appropriated by the bill among the several counties according to the laws of force prior to the 11th of December, 1858.

A bill by Mr. McDonald, of Lumpkin, which requires the Ordinary of his county, hereafter, to divide the school fund apportioned to the county among the districts according to the number of children in each, whether schools are taught or not; and assigning, as the reason for the action proposed by the bill, that the Grand Jury, from some cause not stated, failed to embrace, in the system devised by them, several districts of the county.

This bill also attempts to provide for the payment of old accounts of teachers of previous years.

A bill by Mr. Keeling, of Habersham, similar to the above.

A bill by Mr. Jones, of Rabun, authorizing the Boards of Examiners of the several counties to grant certificates to teachers who may be able to teach some but not all of the elementary branches,—the certificate to specify what are the elementary branches which the teacher receiving it is qualified to teach.

2d. That the Ordinary of Rabun county shall have two and a half per cent.

A Bill by Mr. Ely of Dougherty, to “permit a portion of the Poor School Fund of the counties to be used in the purchase of books and stationery, and to pay teachers for the same when the books are furnished by them and charged in their accounts.”

A Bill by Mr. Ector of Meriwether, “for the creation of a School Commissioner, to define the duties of said officer, and for other purposes.” The bill provides for the traveling expenses of the Superintendent, under certain conditions, for the appointment of a clerk, and prescribes the mode of Ordinary’s making returns.

A Bill by Mr. Henderson of Newton, “to regulate the payment of Poor School teachers in Newton, to provide for the examinations of teachers by a committee appointed by the Inferior Court, and to authorize the Inferior Court to prescribe the qualifications of teachers, and for other purposes.”

A Bill by Mr. Fain of Union, “for the encouragement of education.” It provides that hereafter when any person shall make a bequest or other conveyance of money or pro-

perty in trust for the benefit of education, such property shall be exempt from taxation.

A Bill by Mr. Smith of Hall, "to require the Ordinary of Hall county to pay all accounts in his office for teaching poor children, without regard to their date, and to distribute the balance left in his hands according to the recommendation of the Grand Jury."

A Bill by Mr. Key of Jasper, 1st, Makes the Ordinary, after taking oath and giving bond, School Commissioner for the county. 2d, Shall furnish the names of children to the Governor, and draw the funds from State treasury. 3d, Requires this commissioner to appoint a fit person to ascertain the children in each district, G. M. 4th, The Grand Jury to assess tax not exceeding one hundred per cent. for educational purposes, and may meet at any time, (if they fail to do so at the Spring term,) at the Court House, at the call of foreman for that purpose, and they may at such meeting select the names of the children between six and twenty-one, who shall participate in the fund. 5th, The tax collector of the county shall collect and pay over such extra tax without extra charge. 6th, The commissioner shall keep a book with the names of children entered, said book subject to the call of the Grand Jury, who shall each year select the names of the children they consider entitled to the fund, and the commissioner shall pay the tuition only of such children. 7th, The patrons of each school shall elect trustees, who shall regulate the school, and teachers shall return under oath the number of children taught, and the number of days each child was taught. 8th, The commissioner shall return to the Grand Jury complete accounts, at the Spring term, of receipts and payments. 9th. The commissioner authorized to receive and hold donations of all kinds for the benefit of education, must give new bond as required, upon which suit may be brought when directed by the J. I. C. 10th, all old accounts of teachers of poor children shall be paid, if meritorious, out of any balance of the fund of any one year unexpended. 11th, Teachers shall present their accounts by 1st November each year, and then be paid, as far as the funds will hold out, pro rata. 12th, The Grand Jury may pay the persons appointed to ascertain the number and ages of children, such sum as they may think reasonable and just, out of the funds raised out of the fourth section of this act.

A Bill by Mr. Lewis of Hancock, "prohibiting, excepting by the consent of the legal voters, within three miles of the institution, the sale of any spirituous liquors, within said three miles, (in any quantities, small or large,) of any institution of learning."

A Bill by Mr. Lewis of Hancock, (the bill drawn by Mr.

Cobb of Athens,) "to account with the Trustees of the University of Georgia for the interest due on the sale of University lands, and to provide for the payment of the same." This bill recites that in the year 1783 the General Assembly set apart forty thousand acres of land for the endowment of a State University, and that five thousand acres of said land were located in the State of South Carolina, and thereby lost to the University. That the remaining thirty-five thousand acres were sold for \$150,000 or more, of which sum the State only invested the sum of \$100,000 in bank stock for the benefit of the University, leaving, together with the value of the five thousand acres of land, \$75,000 unaccounted for in the hands of the State. The bill further recites that the State for many years, from 1830 to 1841, acknowledged its liability by annual appropriations of the interest thereon, (\$6,000,) which appropriation was withdrawn in 1841. It alleges that justice demands that the State should not speculate on its University, and, 1st, Enacts that six thousand dollars annually be appropriated out of the Treasury to the Trustees of the University. 2d, That the Governor account to and pay the Trustees the amount due for the years transpiring since said appropriation was withdrawn.

A Bill by Mr. Lewis of Hancock, (drawn by Wm. L. Mitchell of Athens.) This is the same bill in words that passed the House of Representatives by a majority of fourteen, (14) in the session of 1855. It is entitled "An Act more effectually to carry into effect the thirteenth section of the fourth article of the Constitution, to promote the arts and sciences, and to provide for the education of teachers at the State University, and for other purposes." It provided an annual appropriation of thirty-five thousand dollars to the Trustees of the University, with which they were to sustain at the University one young man of limited means from every county in the State, upon the condition that he should teach in the State as many years as he was supported by the State in obtaining his education. It further appropriated the sum of twenty-five thousand dollars to erect the additional buildings necessary for their reception. This measure, it is now believed, can be presented to the General Assembly with greater probabilities of success than any yet suggested, and only because its claims to favor are higher. For reasons unnecessary to mention, and perhaps not sufficient if mentioned, it has not been urged since its first introduction. At the suggestion of Dr. Crawford, of Mercer University, there was added to this bill a section appropriating a sum (\$5,000) sufficient to sustain at the University three fellowships from each of the Colleges—Mercer, Oglethorpe, Emory, and Franklin—the fellows to be nominated out of their most meritorious graduates by

their respective faculties, and to be entitled to a residence of a year at the University, at the expense of the State, to pursue and perfect themselves in the branches of learning or science of most value to them in the business chosen for life.

A Bill by Judge Andrews of Wilkes, "to bring about uniformity in the books used in the schools and academies in this State, and to prevent a participation by any teachers in the benefits of the school fund who shall refuse to consent to such uniformity when established, and to authorize the Governor to appoint some suitable person to carry this Act into effect," and provides ——— dollars for his services.

A Bill by Mr. Allen of Banks, "to prevent any teacher in the State from receiving pay out of the school fund who shall use any book in his school, the author of which, at the time of its publication, was a citizen of a non-slaveholding State." (NOTE.—This bill, with the proviso that it shall not take effect until three years after its passage, was put in as an amendment to the bill which passed the House the present session, appointing a Superintendent of Education for the State.)

So much for the indication of the *Representative expression*, as derived from *Bills* introduced by members from various sections of the State. As for the *Legislative expression*, to be ascertained from an examination of the Acts actually passed, reference is made to the statute book; and it is a humiliating regret that those Acts will be found so barren of great and good results. The legislation relating to education for many years, has been little else than to compel Ordinaries to pay poor school teachers, to divide out the county fund, and place it in the hands of little district treasurers, with express power to loan it out, and thereby increase a thousand fold the chances of its ultimate loss, or of its improper use.

It only remains now to make a remark or two of explanation in relation to some of the valuable documents embraced in the Appendix.

To make complete the history of educational effort in Georgia, there should be placed in the front of the other documents attached, the report made by a commission of which Dr. Reese of Jasper was chairman, and submitted to the Legislature of 1837. No copy of it, however, has been found. It is believed that the Act of 1837, which became a dead letter on account of the fear of the Legislature to raise a sufficient sum to make it vital and efficient, and was in 1843 finally repealed, was the result of the facts and information furnished by this commission, who, under a resolution of the Legislature had visited and examined the systems of other States for the purpose. Mr. Stephens, of Taliaferro, was at that time a member of the Legislature,

and I have been informed was mainly the author of the Act of 1837.

The reports and memorial which open the Appendix, and the letters which follow, explain themselves; so, too, of the school returns and trustees' report.

I have added, for the more convenient reference of those especially interested in the subject, the laws of force on the subject of education—Appendix E.

Also, are added the copies of two bills having in view the establishment of common schools. The first was drawn by Mr. Lomax, late editor of the Columbus Times, who manifested much interest on the subject; and he sat by me at my request in the House of 1855, and assisted me while I attempted but failed to secure its passage. The other bill is Mr. Meminger's, of South Carolina; and as his is the best compend of argument on the subject, I subjoin it to the two bills, in Appendix F.

Appendix G contains extracts from Executive messages on the subject of education.

All respectfully submitted.

DAV. W. LEWIS.



[APPENDIX A.]

R E P O R T.

Whatever imperfections may have marked the various plans of education in our beloved State, the history of her legislation demonstrates that her people and their representatives have been deeply impressed with its importance, and have been anxious to diffuse its benefits. In 1817, the sum of \$250,000, with certain lands, was set apart for the support of Free Schools. In 1821, \$500,000 were appropriated, one half to the support of Free Schools, and the other half to the permanent endowment of county academies. Again, in 1836, one third of the surplus revenue, amounting to \$350,000, was set apart as "a permanent Free School and Educational Fund," and a joint committee was appointed, two of whom were authorized to visit other States, personally to inspect the operation of their several school systems, and report to the General Assembly a plan of Common Schools. They fulfilled the mission. The Legislature amended and modified their report, and passed an act establishing a system to take effect in 1839. By that act the Academic and Poor School Funds were consolidated, and with the interest on one third part of the surplus revenue, were constituted "a General Fund for Common Schools." In 1838, this act was modified in some of its provisions, and the Inferior Courts, (at their discretion,) on the recommendation of the Grand Jury, were authorized to levy an extra tax in their respective counties, not exceeding fifty per cent on the general tax, the amount so raised to be added to the Common School Fund of said counties.

In 1840, the acts of '37 and '38, establishing a system of Common Schools, were repealed, and the funds for their support set apart as a Poor School Fund. This was amended in '43, and the Inferior Courts authorized to raise by an extra tax an amount sufficient, when added to the

pro rata distribution from the State, to educate the poor children in their respective counties. This hasty reference to our legislation shows that for more than thirty years, the subject of general education has challenged the attention and enlisted the sympathies of the people and their representatives. It moreover proves conclusively that every successful scheme, with its several modifications, has been ineffectual in realizing the hopes of patriotism, and securing to every citizen of Georgia that incalculable boon, the ability to read and write. The failure of so many well meant experiments naturally suggest the inquiry, What is the cause?—where lies the difficulty? Is it in the want of funds, the inequality of population, the apathy of the people, or the inherent effects of the plans which have been tried? One of the main reasons is doubtless to be found in that very condition of society which it is the object of education to change and to remedy. Any, every system, considered in itself, is mere theory, inert, inoperative, and however wise in its arrangements and abundant in pecuniary means, cannot move or act of itself; it needs agents—intelligent, active, indefatigable agents. In many counties, there are not to be found, either among the people or their juries, a controlling mind—patriotic, enthusiastic—to stimulate and direct. False views of the duties of citizenship—a meagre sense of parental responsibility—a morbid pride (to be enlightened rather than censured)—a depreciated estimate of the benefits of knowledge compared with the products of manual labor—the debasement and stupefaction of a life of crime, extinguishing all noble aspirations—and the relentless demands of poverty upon the toil of parent and child—all these, and yet other causes, (and these have been and yet are numerous.) We believe that our capital error has been the attempt to organize and apply a system which should adapt itself equally and at once to the endless diversified wants and conditions of the people. This is utterly impracticable. If we are to do nothing till we can, on some magnificent scale, do everything that is necessary or desirable, we must resign the hope of ultimate general education, and leave the unfortunate poor to the doom of ignorance, pitied, perhaps, but yet unrelieved. What the State actually needs is one thing; what can be done legitimately and effectually to meet those necessities, is another thing. A regular, uniform, perfect system, adapting itself with equal facility to the densely and sparsely settled counties, to our towns and cities, and to remote and obscure neighborhoods, would require an outlay of money vastly exceeding the resources of the State, in view of other imperative demands, and supposes a force of conviction and warmth of desire yet to be created in the minds and bosoms of our people. There is much prelimi-

nary work to be done. The public mind is to be aroused—the relation of intelligence to virtue, to freedom, to government, to be explained—the necessity of active co-operation on the part of the people to be urged, and the feelings of the enlightened, the benevolent, the public-spirited, to be propagated among that class of citizens whose families we seek to instruct and elevate. This is a work of time—of patient, repeated effort. A school originating in the felt wants and wishes of a community, created by the demand not merely of an existing ignorance, but of an ignorance willing, anxious to be enlightened, will accomplish far more good, in every respect, than one which is organized in conformity to an arbitrary system, theoretic to its adaptation. The one will live and flourish, because sustained by the affections of those both personally and relatively interested in its success, while the other will be left to neglect and abandonment. The true policy, therefore, is to adopt a scheme of education that is initial, introductory—having in it elements capable of development, expansion, and application, as means will justify and the desires of the people demand. The popularity of any mode of education depends very much upon its practical operations. It must vindicate itself by its visible results. A plan, then, which provides prospectively for the most extensive supply, both as to teachers and to money, and which shows its capabilities by what it shall actually accomplish, is the desideratum in the present condition of Georgia. This view is justified, not only by the remembrance of our past failures, but by the history of our education, both in Europe and our country. The most approved systems of common schools now known to the world have been maturing for more than a hundred years. They had their infancy, progress, and perfection—if, indeed, they be yet perfect. They were not the extemporaneous production of an annual session of the Legislature, or the impromptu conceptions of a committee or community. But recognizing the great principles which lie at the foundation of all wise systems, designed to act upon generation after generation, their authors provided ways and means, resources and agencies, by which the incipient plan could begin its practical working, its inherent capacity silence enemies, and multiply friends by its own success. In this way confidence is awakened, means augmented, individual enterprises enlisted. The enlightenment of one family provokes the emulation of another; neighborhood acts upon neighborhood; county stimulates county, until what was originally in its design prepares its own way, suggests its own amendments, and ultimately fulfils the largest expectations of all-embracing patriotism. In all our previous plans, there has been this radical defect—that they were left dependent for their vitality, their

motive power, either to the agency of irresponsible commissioners, or to the voluntary, self-moving interest of the masses. The broad-cast proclamation that the Legislature had altered or amended the existing law, or set apart such a fund for educational purposes, was, in relation to many counties, the beginning and the end of all that was really accomplished. In other States, as in Europe, two things have been found essential to the effective operation of a common school system—an active, intelligent superintendent, or general school commissioner, and normal schools for the education of teachers. Hitherto these instrumentalities have formed no part of our schemes, nor have they entered into our calculations. And yet, complex machinery without an engineer, and a school without scholars, is quite as plausible a speculation as a school system without teachers. Your committee have turned their thoughts carefully to this whole subject, and are deeply convinced that no great movement can be sustained in the course of general education, till this error is corrected, this indispensable want is supplied. We, therefore, recommend the appointment, either by the Executive or the Legislature, of a Superintendent, whose duties are specified in the accompanying bill. If the duties of the office are properly performed, the labors of the incumbent will be arduous and unremitting. For various reasons, his appointment should extend over two years, and the salary should be ample enough to command effective talents and justify devotion to the work. In providing a corps of teachers, with proper moral and scholastic qualifications, we propose a plan less complex, more economical, and quite as efficient as the Normal School. There are in this State four Colleges for young men, all in successful operation—one erected and endowed by the State, the other three fostered and sustained by the religious denominations to which they respectively belong. These institutions already command the confidence and patronage of the great body of the people, whose pecuniary circumstances justify them in encountering collegiate expenses, and they will doubtless continue to dispense the benefits of education to the children of a large and influential class of our fellow citizens.

They have done, and are doing, a great work for the State of Georgia. They are co-laborers in a common cause. The interest of one is the interest of all. The extinction of one would be a detriment to all, and a fearful subtraction from the moral and intellectual force which is elevating Georgia to as proud a position in the world of letters as she deservedly occupies in the world of internal improvements. It is believed, nay, it is an undeniable fact, that the church institutions, so far from restricting the patronage of the State University, have actually enlarged it,

by the renewed impulse they have contributed to give the public mind on the subject of education. There has been no interference, no clashing one with the other, but each has harmoniously filled its appropriate sphere, and needs only legislative aid to supply Georgia with home born and home educated teachers. The denominational character of Mercer, Oglethorpe, and Emory, so far from being a reason why they should be excluded from your legislative care, is the very reason which entitles them to consideration, and to employment as instrumentalities in providing for the wants of the State.

The friends and supporters of these institutions constitute no inconsiderable portion of the entire population, and the people to be served by the provisions of any scheme of education belong, in many instances, to the denominations represented in these colleges. Various influences, auxiliary to the great result contemplated in the present movement, will be brought to bear in availing ourselves of the strong predilections, the religious prejudices, (if you please,) of the people. There are Presbyterian, Baptist, and Methodist neighborhoods, who would prefer the services of a man, if not actually identified with them in church relationship, at least educated under the auspices of their respective communions. The religious element, combined with patriotic emotion, would give enlargement, zeal, impetus, to the interest cherished by their several communities in the work of education. The distrust and apprehension commonly felt in the employment of a stranger, and which often defeats a school enterprise, would be neutralized by the confidence placed in one who comes to them with the testimonials of their own church and people. Teachers identified by birth, education, and religious association, with the State and her citizens, would find ready employment, and thus accelerate the spread of knowledge. We propose, therefore, to employ these institutions as agents in providing for the State a supply of well instructed, competent men to engage in the work of instruction. The demand for such men is even now very great, and will be vastly augmented whenever a system of general education gets fairly in motion. And, if no general plan of free-schools will work in Georgia, the State will be reimbursed for her expenditures by having multiplied the number of educated men,—men, too, on whom the light of knowledge would never have beamed but for the benevolent provisions of the proposed arrangement. It is to be remembered that individual education is a public benefit; and that wherever there is an uneducated mind, there is an unknown amount of lost energy, of dormant usefulness, while every well instructed man with sound moral character exerts a wholesome and refining influence upon the community with whom

he dwells. Many of this latter class, too, even without the free-school plan, from convictions of duty and the exigencies of interest, would engage in teaching, and thus multiply the agencies of knowledge and of good. An important fact in the plan suggested, and one which should forestall at least all captious objections, is, that this appropriation is not an endowment, a bonus to the colleges, but a fund merely which enables them to serve the State without loss or embarrassment to themselves. The sole pecuniary benefit to them results from the tuition fees of the beneficiaries committed to their charge, and their chief gain is in an enlarged ability to execute their original design—the diffusion of knowledge and the improvement of society. We wish to be distinctly understood as not seeking to interfere with or to diminish the claims of the State University upon the fostering care of the Legislature. By no means. Yet the conviction is decided that she cannot singly and alone meet the imperative wants of our present condition, and that the employment of the other three in the same great work will best harmonize the feelings of the people and most subserve the interests of the country. Moreover, the appropriations to the colleges for the education of teachers need not be continued for a long series of years. The result of the arrangement proposed will, in a comparatively short period of time, have provided an ample supply for every county in the State, and the consequent multiplication of schools and the more general diffusion of intelligence will have so elevated the average standard of scholastic attainment as to furnish teachers of proper qualifications for common school purposes from among the great body of the people. We regard these views as fundamental to any well organized and effective system of general education. The defects of the present poor school law are conceded on all hands, and the law itself is the last step in a retrograde movement which has marked our legislation for thirty years or more. Unless, therefore, we intend to abandon the hope of teaching all to read and write, we consider it indispensable at this stage to introduce a feature into our plans long overlooked, and without which the past authorizes no hope for the future. In conformity with these general views, and in obedience to a demand of public sentiment, we recommend a free-school system adapted, as we suppose, to the condition of the people and the present available resources of the State. The provisions of the plan are general, and all who will may adopt; but we think it likely that but few counties at first will avail themselves of the plan, and not more than the funds provided for will meet. In this way a beginning will be made, and, year by year, county after county will come into the measure, until, in process of time, the increasing income of the State and the grow-

ing intelligence of the citizens will demand and justify its universal adoption. As the system expands, the Legislature, keeping the great object steadily in view, will have time and opportunity to provide for its growing demands, either by the increasing income of the Western & Atlantic Rail Road, or from such other sources as their wisdom may suggest. And, as the revenue of the State may augment from the growing prosperity of the country, the Legislature may offer additional inducements to the counties to adopt the measure by paying two-thirds or three-fourths of the sum necessary to sustain it within their respective districts, and the day may come, at no distant period, when the resources of the State will establish the system universally without the necessity of local taxation in the counties. We allude in general terms only to the scheme, and refer you to the accompanying bill for its details.

The peculiar structure of society among us forbids the attempt to introduce the intricate and complicated regulations of the more elaborate systems of the Northern States, and we consequently submit little more than a clear and well-defined outline of a plan, to be filled up from time to time, as experience may suggest. Numerous and minute details would not only complicate but obscure what we desire mainly to keep prominent and unembarrassed. Supposing, from present indications, that an Ordinary will be provided for each county, the plan commits to him, as the most suitable person, the general superintendence of this interest, as County Commissioner. If we are mistaken in this, we suggest that the bill be so altered as to authorize the election of a commissioner in every county accepting the provisions of this act.

The responsibility connected with this office had better, perhaps, be thrown upon an individual rather than upon the Judges of the Inferior Court, as more likely to secure unity and efficiency. The failure of the poor-school system is chargeable partly upon the fact that a great deal was attempted with means wholly inadequate to the necessity of the case. A small sum of money was so divided that no one beneficiary was materially aided. Your committee, in view of these facts, have labored to devise a plan general, just and equitable, but which, nevertheless, should commence on a scale suitable to the finances of the State, requiring no taxation save that which the law now prescribes, and leaving the counties to co-operate with the Legislature as their own sense of want and duty may dictate. For the purpose of introducing the free-school system, the committee recommend that the income from the poll-tax of the State be set apart as the fund from which the superintendent may draw, in meeting the demands of the county commissioners for free-schools. This amount, together with

the sum raised by the extra tax levied by the Inferior Court, will, in all probability, for a year or two, be adequate for the commencement of a plan which, once set fairly in motion, will work itself into universal adoption. To facilitate this result, to give confidence to the public, and to provide for the future necessities, the prospective increased demands of general education, we recommend that the net proceeds of the State Road, after the redemption of its liabilities, be set apart as a free-school and education fund.

The committee have endeavored to discharge the duty assigned them with all fidelity, and with a single eye to the present well-being and future glory of the State, and now submit their views and recommendations, with the accompanying outline of a scheme of education, to the wisdom and calm consideration of the General Assembly.

GEORGE F. PIERCE,
SAM'L K. TALMAGE,
LEONIDAS B. MERCER.

A BILL

To be entitled An Act to provide for the education of Teachers, and to establish a general system of free Schools.

Sec. 1st. Be it enacted by the Senate and House of Representatives of the State of Georgia, in General Assembly met, and it is hereby enacted by the authority of the same, that from and after the passage of this Act, there shall be elected by joint ballot of the two Houses of the General Assembly, at every regular session of the same, a Superintendent of the Public Education and Free Schools, who shall have a salary of one thousand six hundred dollars, and who shall be provided with an office in the Capitol.

Sec. 2d. The income from one thousand seven hundred and thirty three shares of the capital stock of the bank of the State of Georgia, and the income from eight hundred and ninety shares of the capital stock of the bank of Augusta, heretofore constituting the poor school fund, be, and the same is hereby set apart and appropriated as a fund for the education of teachers agreeably to the subsequent provisions of this Act, and for the salary and contingent expenses of the Superintendent of Public Education and free schools.

Sec. 3d. That the remainder of the aforesaid fund, after the payment of the salary and contingent expenses of the Superintendent, shall be divided betwixt Emory College, Oglethorpe University, Mercer University, and the Univer-

ty of the State of Georgia; provided that they comply respectively with the subsequent provisions of this Act.

Sec. 4th. That it be the duty of the Superintendent of Public Education and free schools, to contract with the Regents of aforesaid College and Universities for the education (including the tuition, board, clothing and contingent expenses,) and preparation as teachers of such young men, as may be selected by the several counties of this State, agreeable to the conditions hereinafter specified, provided, the expenses for each scholar, so boarded, clothed and taught shall not exceed three hundred dollars.

Sec. 5th. That the Inferior Court of the several counties of this State are hereby authorized to select from each of their respective counties, one young man, not being less than sixteen years old, and who in their judgment from poverty, desire to learn, and good character, is the most worthy recipient of the beneficent provisions of this Act; and they shall report his name, age, and residence to the Superintendent of Public Education and free schools.

Sec. 6th. That each scholar selected according to the provisions of the foregoing section, shall, before he shall be entitled to the benefits of this Act, enter into written obligations, (having first obtained permission in writing so to do from his parents or guardian,) with the Superintendent, to devote himself to the business of teaching within the limits of this State, for not less than four years, after he shall have completed his course of preparation for teaching.

Sec. 7th. That no county shall be entitled to more than one beneficiary under the provisions of this Act, until every county in the State shall have had, or shall have failed within a limited time, to be fixed by the Superintendent, to signify its intention to apply for the benefit contemplated in this Act, and that in the selection of pupils, if more than the number provided for, at one time under this Act, apply, the Superintendent shall be determined in his selection by priority of application.

Sec. 8th. That any scholar who shall be educated under the provisions of this Act, and who shall refuse, or fail to comply with his obligations, entered into with the Superintendent to teach four years in this State, after completing his education, shall forfeit, and pay the Superintendent for the benefit of the fund herein above set apart for the education of teachers, the whole sum which may have been expended by the Superintendent for his benefits; Provided, however, that if he shall have fulfilled his obligation as aforesaid in part, he shall be entitled to a pro rata deduction.

Sec. 9th. That if the Regents of one or more of the Literary Institutions, named above, shall decline to contract

with the Superintendent upon the terms herein authorized, it shall, and may be lawful for him to distribute the fund herein set apart for the education of teachers, between so many of said institutions as shall contract with him agreeably to the provisions of this Act.

Sec. 10th. That the Superintendent shall have authority in contracting with the Collegiate Institutions above mentioned, to stipulate for such an irregular and special course of instruction for such pupils as he may contract for, as will, in his judgment, best promote the objects of this Act.

Sec. 11th. That it shall be the duty of the Superintendent to assign each of the pupils, selected agreeably to the terms of the fifth section of this Act, to either of the Institutions contracted with, which he or his parent or guardian may elect, provided, however, the same can be done without violating the provisions of this Act.

Sec. 12th. That the net income from the poll tax for the year 1852, and for every succeeding year, be, and the same is hereby set apart as a fund for the support of a general system of free schools.

Sec. 13th. That the Inferior Court of any county, wishing to avail itself of the provisions of this Act, shall have authority upon the recommendation of the Grand Jury of such county, to levy an extra tax for that purpose, upon the property and citizens of said county not exceeding per cent. upon the general tax, the said extra tax to be collected by the Tax Collector as other taxes, and paid over to the county Treasurer.

Sec. 14th. That the Judges Ordinary of those counties which may determine to establish free schools under this Act, be, and they are hereby constituted commissioners of free schools in their respective counties.

Sec. 15th. That the Tax Collector of each county levying an extra tax as aforesaid, shall, upon application made by the Commissioner of free schools of said county certify to said Commissioner in duplicate, the net amount arising from the extra tax levied for the above mentioned purpose as soon as they shall have been ascertained by him.

Sec. 16th. That it shall be the duty of the Commissioner of free schools of said county, to forward one copy of said Tax Collector's certificate to the Superintendent of Public Education and free schools, whose duty it shall be to present the same to the Comptroller of the Treasury, who shall thereupon issue his warrant upon the Treasury for the same amount, payable to the Superintendent, provided that the sum so drawn, shall not exceed three dollars per capita of the white inhabitants of said county, betwixt the ages of six and sixteen years.

Sec. 17th. That it shall be the duty of the Superintendent to transmit the sum of money so drawn to the Treasu-

rer of said county, to be by him added to the sum raised by extra tax for the support of free schools in said county, the whole of which shall constitute a fund for the support of free schools in that county.

Sec. 18th. That the Inferior Court of such county, may, and they are hereby authorized to raise the bond of the county Treasurer so much as shall in their judgment secure the county free school fund.

Sec. 19th. That the county Treasurer shall be entitled to per cent for receiving, and per cent. for paying out the free school monies.

Sec. 20th. That it shall be the duty of the Ordinary of any county establishing free schools under this Act as Commissioner of free schools, to proceed and lay off such county into school Districts, containing each, as near as may be 85 white inhabitants, betwixt the ages of six and sixteen years, and having due regard to the convenience of the citizens thereof.

Sec. 21st. That it shall be lawful for the commissioner of free schools to alter the boundary of the several Schools Districts, from time to time at the request, and to suit the convenience of the inhabitants, and to accommodate the School Districts to the fluctuation of the population, due regard being always had to keeping in each District, as near as may be, eighty-five white inhabitants, between the ages of six and sixteen years.

Sec. 22d. That it shall be the duty of the commissioner, when he shall have laid out the county into School Districts, to give public notice of the same, with their several metes and bounds, at the Court House of the county, and at one or more of the most public places in the several School Districts.

Sec. 23d. That it shall be the duty of the Commissioner to cause elections to be held in each School District for three Trustees of the free school in that District, who shall hold their office until their successors are elected; such election to be held at the most public place, at or near the centre of the several Districts.

Sec. 24th. That the Commissioner shall give at least ten days' notice of said election, at one or more public places in the District, and the qualified voters for members of the General Assembly, residing within the District, shall be entitled to vote in said election.

Sec. 25th. That said election shall be held under the same regulations, as are now provided by law for the election of Justices of the Peace, and that the Superintendents of said election shall transmit a certified copy of the same to the Commissioner of free schools who shall file it in his office.

Sec. 26th. That the Trustees of each District shall have

power and authority to select the places where the free school of said District shall be located, having due regard to its central position and the convenience of a majority of the inhabitants of the scholastic age; they shall have power and authority to employ and dismiss teachers, to expel pupils for immoral, disorderly conduct; to prescribe the course of study, and the books to be used in the absence of instruction from the Superintendent of Public Education, and to visit the school as often as they may deem necessary to observe its condition and progress.

Sec. 27th, That it shall be the duty of said Trustees to make a semi-annual report, shewing the name, age, and sex of every pupil, for what length of time each has received instruction, and in what branch of learning, together with a true and detailed account, verified by the oath of one of them, of their receipts and expenditures, to the Commissioner of free schools, who thereupon shall be authorized to draw his order upon the county Treasurer in favor of said Trustees for their distributive share of the free school fund of the county.

Sec. 28th. That in thinly settled School Districts the Trustees shall have power and authority to cause the school to be kept alternately in two or more places in such Districts, and for such a length of time as they may deem just and equitable to the citizens, and so as to extend the benefits of education to all the inhabitants, of scholastic age.

Sec. 29th. That the District Trustees shall hold their offices until the day of of the year succeeding their election at which time and in each and every year thereafter, an election for three Trustees to succeed them shall be held at the District School house under the same rules and regulations as established in the foregoing section.

Sec. 30th. That it shall be the duty of the Commissioner of free schools to consolidate the semi-annual returns of the Trustees of the several Districts, and to transmit the same, together with a true account of the receipts and disbursements of the free school fund in his county, to the Superintendent of Public Education and free schools.

Sec. 31st. That it shall and may be lawful for the Inferior Court of any and every county establishing free schools under this Act, to allow to the Commissioner of free schools such compensation annually for his services as may to them seem just and equitable, and they may draw an order in favor of said Commissioner upon the Treasurer of the county to be paid out of the free school fund.

Sec. 32d. That the Commissioner of free schools before entering upon the duties of his office shall take and subscribe an oath, to be filed in the office of the Clerk of the

Inferior Court, faithfully and without favor or partiality to discharge the duties of his office.

Sec. 33d. That it shall be the duty of the Superintendent of Public Education and free schools to consolidate the returns of the commissioners of the several counties and report the same to each regular session of the the General Assembly.

Sec. 34th. That it shall be the duty of the said Superintendent to submit to each regular session of the General Assembly, accounts of the expenditure of the free school fund, and of the fund for the education of teachers, and estimates for the two succeeding years, and plans for the management and improvement of these funds, and for the better organization of free schools, and all such matters pertaining to his office as he shall deem it expedient to communicate, or such as shall be required by either branch of the General Assembly.

Sec. 35th. That it shall be the duty of the Superintendent to visit from time to time, the several Collegiate Institutions, which shall have received pupils on the terms before specified, to enquire into the condition and progress of said pupils, and also to visit the several free schools, which may be organized, disseminate information generally as to the objects of this Act, and the importance of general education.

Sec. 36th. That the necessary traveling expenses of the Superintendent shall be allowed by the Comptroller of the Treasury, and shall be paid out of the fund hereinabove provided for the education of teachers, provided, the same shall not exceed the sum of dollars.

Sec. 37th. That every free white inhabitant, being a citizen of the United States and of this State, and residing within the limits of any School District, organized under this Act, between the ages of six and sixteen years, shall be entitled to the instruction in the free school of said District, without charge for Tuition or incidental expenses.

Sec. 38th That all laws, and parts of laws militating against this Act, be, and the same are hereby repealed.

[APPENDIX B.]

**Report of the Committee appointed by the Educational
Convention held at Marietta.**

A few friends of education, during the past year, published a call for a convention, to take into consideration the great subject of common schools. To that call about sixty counties in the State responded by sending delegates, numbering about one hundred and fifty, who met in convention at Marietta in July last. The large number of delegates, comprising so many of our most intelligent citizens, men known to feel a deep interest in this matter, and in all things likely to affect the condition of the people; also many experienced and practical teachers, shewed the interest that was taken in the subject by the people of Georgia. Although there was not that unanimity so much to be desired, although a great diversity of opinions and views were entertained and urged in the convention, yet all seemed to have the same great objects in view, an anxious desire to do something to excite that interest among our people in the subject, without which nothing effectual can be accomplished, either by legislative enactments, or much less by the resolves of a convention. After much deliberation, and a very full expression of opinion by a large majority, the convention adopted a preamble and resolution, recommending the establishment of a system of common schools for the State of Georgia, and the establishment of a Bureau of Education. Under a resolution of the convention, the undersigned were appointed a committee to address the people of Georgia upon the subject—sustaining and urging the views of the convention. We well may, as we sincerely do, distrust our ability to do justice to that body, much less the great subject of education—a subject so intimately connected with the interest and happiness of the people individually, and its unspeakable importance in a social and political point of view. The cause of education received an early attention, and a liberal patronage, from the framers of our government; large appropriations have been made from time to time; various systems of education have been adopted, modified, then rejected and repealed, and the present system, but a modification of some others, must be abandoned and superceded, as not cal-

culated to effect the object intended to be accomplished—the education of the poor. We believe that there should be a new system adopted—one that can be understood and enjoyed by the whole people—that the time has arrived when the system in force in other States, both free and slaveholding States, a system approved and in practical operation, and that, too, after a trial of many others, should be introduced into Georgia, by which, wholly abolishing the odious distinction of “poor scholars,” all the children of the State should be educated at common schools to be established and supported, if not entirely, mainly at least, by the State. As the establishment of “common schools” involves the rejection of the present “poor school system,” it may be proper to state as briefly as we can, the leading provision of the law establishing it: The law makes it the duty of the magistrate in the district, to report to the “Inferior Court” annually, the names of all the children in their respective districts deemed by them proper persons to receive a portion of the fund set apart for the education of the poor; these returns are sent by the Inferior Court to the “Executive office,” and form the basis for the distribution of the fund, which is about twenty thousand dollars. To supply the balance of the means necessary to educate the poor, the grand juries are requested, not required, to recommend to the “Inferior Court,” the levying of such per cent. on the State tax as they may think necessary to educate the poor in their respective counties. A statement of a few facts will, we think, clearly show that the above plan adopted in 1843, is very defective, unjust in its operation, and not at all calculated to accomplish the object in view, and that it should be superceded or greatly modified, if the common school system should not find favor with the Legislature. In the first place, any one who will take the trouble to look into the matter, will find that the duty of the magistrates under the law to make returns of the poor children, is often entirely neglected, and that the returns which have been made are very imperfect; not more than three-fourths of the poor children are returned, and of those returned, it is ascertained from the commissioners of the poor school fund in a few of the counties, little more than half are sent to school, and their average attendance is not four months in the year.

The whole number of poor children in the State, may be safely estimated at from forty to fifty thousand; about one third of all the children in the State between the ages of six and sixteen—the whole number being by estimation something over one hundred and forty thousand. It is ascertained from the returns in the Executive Department, that in the year 1849, thirty thousand and eight hundred poor children were returned, and in 1850, thirty-two thous-

and nine hundred were returned. The imperfect returns, together with the fact that little more than half of those returned are sent to school, and that their attendance is not more than four months in the year, show conclusively, we think, that there is something essentially wrong in the present system. Again, the provision of the law of 1843, authorizing, not requiring, the Grand Juries to recommend, not to require, the Inferior Court to levy such tax as they may deem necessary "to educate the poor in their respective counties, has not accomplished the intended purpose. We have conclusive reasons for asserting that in many counties no recommendations have been made, and in some, when made, they have been entirely disregarded by the Courts; nor can it be expected that the Grand Juries, who are usually together only for one week, and who have so much other business requiring their attention, or that the Inferior Courts, with their many duties, can give the subject that attention which is necessary in order to form a correct conclusion what amount of tax would be necessary, and which would be agreeable to the people. We have ascertained from the proper record in the "Executive office," that in the year 1849, thirty-two counties made no returns of their poor children, and in 1850, fifteen counties made no return. Can it for one moment be believed that the people in these counties were taxed, or that their poor children received the benefit of this provision, when the magistrates and judges of the Courts did not feel sufficient interest in the matter to take the necessary steps in order to get their share of the \$20,000—the State fund for the education of the poor.—The law provides, that counties making no returns, shall receive of the educational fund agreeably to the last return or record, and even with this provision, eight counties, in 1850, received nothing, never having made a return.

But another objection to this plan, and which we think is fatal to its continuance, is its gross injustice to the poorer counties, where there is the greatest number of poor children, and the least ability to bear taxation. It is deemed unnecessary to argue this point—an example will illustrate it conclusively. The counties of Newton and Jasper pay into the treasury as a State tax, eight thousand nine hundred and ten dollars, and return some hundred and twenty poor children; whilst the counties of Union and Gilmer, which pay fifteen hundred and ninety-four dollars of State tax, return two thousand, eight hundred and eighty-four poor children. Thus in the two counties where comparatively little is wanted, there is much ability to bear taxation, and in the other two, where much is wanted, the people are unable to bear the tax necessary to educate their children. All must see the injustice of such a plan. The children of Union and Gilmer, and all counties similarly

situated, must grow up in ignorance, or the people be ruined by taxation. Thus we believe that we have demonstrated that the present system has not, and cannot answer the objects of general education, or the education of the poor, and that it should be superseded by another. We believe that Georgia should profit by the experience of other States. The experience argument is worth all others in this matter, and adopt at once the system of "Common Schools," discountenancing the odious distinction of poor children, which has kept so many at home and in ignorance, and adopting the name of "common schools," for all the children of the State. This was the opinion of the convention in which the committee fully concurred.

The recommendation of the convention that there should be established a "Bureau of Education," is directly connected with this matter. The committee deem this indispensable in giving life and force to any law upon the subject. At the head of this department, should be placed a superintendent, whose duty it will be to receive all returns and all communications connected with education in the entire State. He will be the head or Executive under the law to superintend the whole subject, and to carry out the law. He will annually report to the Legislature, the working and progress of the system, suggesting such defects and alterations as his experience and high qualifications will enable him to detect. It will be his duty personally to visit the different school districts, and to consult the selectmen in each, in order to ascertain the want of the different counties, and the adaptation of the system to such as may be peculiarly situated on account of the sparseness of population. The Superintendent is an important and indispensable officer in every well regulated system of common schools known to the Committee. We have stated that the convention was not unanimous in its recommendations. Some believed that the present plan was the best; we think we have shewn, no matter what may be the objections to the "common school system," that the system now in force in Georgia, does not, and has not, answered the wants of the country. Some of the friends of the proposed system doubted its practicability, on account of the inherent difference in the character of the people of Georgia and those of the States in which the system is in vogue, and that slavery and the sparseness of population would interfere with its successful operation. We must be allowed to spurn the insinuation that the sons of the Cavaliers are not as capable of appreciating and sustaining any great and good cause, as the descendants of the Puritans. Neither does slavery nor sparseness of population constitute objections to this system. Kentucky and Tennessee have good common school systems, and we infer that Louisiana has, from the fact that a very distinguished

gentleman has recently been chosen superintendent of her schools, and they are slave States. To meet the difficulty of sparse population, there is in every good system a power of extension or expansion. In the State of Maine, (which has long had one of the best systems of "common schools,") some of the counties, from the sparseness of their population, have not yet received the full benefits of the system, but it is extended to them as they become fitted for its operation. And in Wisconsin, just settling, the common school system was adopted before the formation of her constitution, preparatory to her admission into the Union.

A portion of the State of Tennessee has been only a few years organized, poor and thinly settled, and yet her system was adopted as far back as the year 1830. It may be that the sparsely settled portions of the State, would not receive as much immediate benefit from the system as those in which the population is more dense, but we would ask if it would not be great folly to defer the adoption of the system, because all portions of the State are not ready—are not in a situation to receive equal benefits from its provisions. Such a course of reasoning involves the rejection of all those laws passed for the public welfare. But we contend that all would be benefitted, for it would not be necessary to lay off school districts of equal sizes, and in sparsely settled districts, where the children are scattered, the superintendent and selectmen could have them taught from one to two or three months in different sections of the district, and thereby accommodate all. The supposed difficulty in procuring teachers, is made an objection to the establishment of this system. The convention recommended that measures be taken to educate young men for that purpose. This is a matter to which too much importance cannot be attached, involving the number that will be sent to schools, for good schools will secure the attendance of thousands over the present—it is paramount to every other consideration. If those to whom the whole people of the State are to entrust the training and instruction of their children, be not qualified, at least for the instruction in all the branches usually taught in public schools, any system of education would be a failure.—Men of sufficient attainments to teach the children reading, writing and arithmetic, with geography, can be easily obtained—but they should be at the same time men of undoubted moral character, so that the youths of the country, at the same time that their heads are enlightened with knowledge, may be trained to virtue, prepared in their hearts and their heads to be useful to the State and their fellow men, and to know that within their own breasts are all the fountains of happiness—fed by the spring of intelligence and virtue. But what are the resources of the State in regard to this matter? We assert without boasting, that in no State in the Union

are the higher and middling classes better educated than they are in the State of Georgia at this day. Besides our "State University," now realizing the fondest hopes of its founders and friends, we have a College under the superintendence of each of the three great religious denominations in the State, all of them holding out liberal offers to such young men as are not able, without assistance, to obtain an education, sending out annually hundreds of young men to be blessings to society, who, though taught in religious denominational institutions are not made bigots—are required to sign no articles of faith, but are introduced in the great fundamental principles of religion, common to all christians. Hundreds of young men are annually educated in Georgia, qualified to enter our academies and common schools as teachers, and who would have failed in obtaining an education without the establishment of our denominational Colleges. They well deserve the patronage of an enlightened people. Besides, we have "high schools" in nearly every section, under able and efficient teachers, and the State is checkered with county Academies, the larger portion of which are well patronized and ably conducted.

We cannot doubt but that from these various sources, a large number of teachers, educated here among us, which is an important consideration, might be obtained, particularly in the now crowded condition of what are termed the "learned professions." And then there are our many "female colleges" with their fifteen hundred students, if proper inducements are held out, hundreds of excellent teachers may be found among them. Although we have mentioned this great resource last, it is by no means the least. No, what a wonderful moral and intellectual change must follow the education of our daughters, the future mothers of the country, the radiant centres of social circles. What new lights to happiness, to intelligence and virtue, will break upon our State. The purest sentiments, the highest rational enjoyments, and all the great wells of human bliss, are alone to be found in the family circles, where modest, virtuous, pious and intelligent woman presides—her children grown not up in ignorance, but contented at home, they experience intellectual enjoyments, which even poverty cannot invade nor take away. The most approved plan of procuring qualified teachers is the "normal schools." We hardly think that it will be indispensably necessary to resort to them, seeing that we have such great resources for a due supply; we will simply suggest that our Colleges can be used as substitutes for such schools by establishing in each a department for the education of teachers. It cannot be urged as an objection to this system, that it will interfere with our academies and colleges, for they will work well together; the common schools serving

as feeders to them, and they, in their turn, furnishing the necessary teachers, thus making their advantages, and obligations equal and reciprocal. The failure of the law of 1837 purporting to establish common schools, cannot, in truth, be urged as an objection to their establishment now. For the law reported at that time to the legislature, was never adopted until it was so modified, and so many of its essential provisions stricken out, that the friends and framers of the original bill, had no confidence in its usefulness, and the law of 1838 gave us a new system, allowing no time to test even the bill as passed in 1837, relative to common schools. And besides, the condition of Georgia has materially changed since that time; her population has become more dense; her resources are vastly more ample, and there is so much more interest felt in the subject of general education. But the question is asked in objection, where are the means, and how are they to be obtained? This matter was very properly referred by the Convention to the Legislature, for on their wisdom and liberality every thing at last depends. We would, however, respectfully, offer a few remarks on this subject. In most of the States there is a permanent school fund, the interest of which only is expended annually; generally this fund is insufficient, and the balance is raised, either by a State tax for that purpose, or by requiring each town or county to raise a certain amount to entitle them to their distributive share of the education fund of the State. In the State of Connecticut the fund set apart yields an amount sufficient to meet all the wants of education. In Maine and New Hampshire, where they have no permanent fund, the necessary amount is raised annually by taxation upon the whole State, which is evidently the most equitable plan. Be not alarmed at the idea of taxation, for we assert that there is scarcely a county in the State, in which there is not more money expended at this time, than would be required to sustain, within its limits, the school system which we are recommending. The State of Georgia, by her legislature, at different periods, has appropriated as an educational fund (exclusive of specific appropriations to different counties) more than one million dollars in bank stock, including one-third of the surplus revenue received from the treasury of the United States, which was three hundred and fifty thousand three hundred and thirty-three dollars. Of all this vast amount in 1843, there remained only \$262,000 in bank stock, which, at this time constitutes the State educational fund. The interest upon which, about \$20,000, is distributed through the State for the benefit of the poor children. As far back as 1836, forty thousand dollars were annually distributed for this purpose. It is very pertinent to the subject, that we enquire what has become

of these liberal appropriations. Except the loss by the "Darien Bank," the whole amount, "surplus revenue" and all has been expended in constructing the Western & Atlantic Rail Road. So that is evident, that in strict justice, the cause of education has a lien upon the State Road, and should the State determine to sell it, or any part thereof, the amount of the sale, after discharging her liabilities, should be made a permanent school fund. We are far from recommending that policy—an opinion upon that subject is not within our duty. But we will say that when that great work, of which the State may well be proud, is perfected, and all the connections are completed under good management, it will yield a net revenue ample and sufficient to sustain a "system of common schools" as perfect and efficient as can be found in the Union. The plan of educating all the children of proper age at common schools, free of charge, must commend itself to all classes; but most especially to those who cannot spare both the labor of their children and the money necessary for their instruction. The larger portion of the children of the State, besides the advantages of education, have money and family influence to raise them to distinction among their fellows. The only chance for the poor boy, is to educate him, and he may rise to distinction by his intelligence and worth. The many distinguished instances of this great fact cannot have failed to attract your attention; and every reflecting poor man must feel that his sons may be distinguished if they are educated, intelligent and virtuous. Far be it from us, to excite the envy or the prejudice of the poor against the rich; we would rather extinguish these hateful feelings, for by educating the poor—by increasing their intelligence, and improving their condition, we would remove all temptation to the exercise of such feelings. In this very short and plain address, only touching the important points of the subject, we think we have clearly shown that the education of the children of the State is shamefully neglected, and consequently that there is great necessity of some action by the legislature that may wipe out the reproach. We may safely estimate the number of the children in the State not attending school, at from twenty-five to thirty thousand, and this estimate is not confined to the poor, for there are thousands of children whose parents are able to pay for their instruction, who never enter a school house. Education to be universal, must be free. Fellow Citizens, we have but imperfectly performed the duty imposed by the Convention, but this great subject will be up before you again, when we hope more light will be thrown upon it. The Judges of the Supreme Court were appointed a committee to draft a bill to be presented to the next Legislature, the wisdom of the selection you cannot doubt.

A more competent committee could not be selected; and from their high character and elevated position, from their acquaintance with the wants of the State, and the deep interest which they take in this subject, and the general welfare of the people, we anticipate that their action in this matter will command as it will deserve the respect, attention, and consideration of the Legislature, and of the people of Georgia.

Your State is called the model, the "Empire State of the South," and when we look at her long line of Rail Roads, her Colleges and Seminaries, and her busy Factories, we feel with pride that she has earned and deserves the appellation; but our pride is humbled when we reflect how many of her children are growing up in ignorance. We greatly fear the number is increasing. Should you not then arouse and demand of your Legislators action upon this matter? Ask of them, how is this? Do not be put off with the paltry excuse that the means are wanting. A people possessing three hundred millions of taxable property, cannot lack the means to accomplish any great undertaking. And if you are in favor of action on this great subject (and we hope and feel that you are) we say to you, in conclusion, profit by the experience of the wisest and best informed individuals, and the Legislatures of more than two thirds of the States, and establish "common schools." Under this system, education is more general and useful. If you desire that the youths of the country shall be prepared to take their places in society, the future Legislators of the country, and if you believe that the wisdom of our laws, and their faithful execution, the blessings secured by well regulated government, the greatness of our country and the permanency of our institutions, depend upon the intelligence and virtue of the people, establish "common schools." Every consideration of public policy and benevolence, a proper regard for the happiness of our people, the honor and the greatness of the State, require that abolishing every odious distinction, we should educate all our children. You have the right to demand it of the Legislature, and we demand it of you in behalf of the children of the State.

DAVID A. REESE,
ALONZO CHURCH,
GEORGE F. PIERCE.

[APPENDIX C.]

MEMORIAL.

To the General Assembly of the State of Georgia.

The undersigned Committee respectfully represent that, at a large meeting of the friends of Public Education, held in Atlanta during the late exhibition of the "Southern Central Agricultural Society," the following resolution, among others, was passed.

"9. That a committee of five be appointed by the Chairman of this meeting, to prepare and present a Memorial to the Legislature at its approaching Session; setting forth the claims of a general system of Public Schools, as affording the only hope of ever securing the great object in view---the education of all the children of the State."

Under this resolution, your memorialists were appointed, and they trust your body will consider this sufficient authority for the presentation of this memorial.

We deem it unnecessary to argue upon truths acknowledged by all---such as the benefits of a general diffusion of Education among the people---nor the duty of the State, as far as possible, as *Parents Patriæ*---the mother of us all---in return for our allegiance and support, to give us protection and education. These truths are "ingrain" in our fundamental law---woven by our forefathers---and will never be repudiated by us.

Nor do we deem it necessary to inform your body of the fact, that the people of our State are aroused upon this important subject, and through public meetings---the Presentments of Grand Juries---the Newspaper Press, (that index of public feeling,) and every other known channel expressive of the popular will---are demanding loudly of your Assembly to take some initiative steps towards the establishment of a more perfect system of General Education in our State.

Nor do we deem it necessary, by argument or persuasion, to induce you---their representatives---to carry out their will. But satisfied that you sympathize fully in the general sentiment of our State, we propose only, in obedience to the behests of the respectable meeting by which we were appointed, to submit for your consideration a few reflections; *first* upon our wants; *second*, the feasibility of supplying those wants to a very great extent. And even in doing this we desire to disclaim any intention of trespassing upon your Legislative function---of devising the best plan to remedy existing evils.

First. OUR WANTS—These are compendiously summed up in the resolution under which we are appointed—the *Education of the children of our State*. That the present system fails to effect this object is a fact too well known to require reference to the census for proof. What are its defects? (We refer to the voluntary system, and Poor School system.) We mention only a few:

1st. It can never reach a large number of children whose parents—too poor to pay—are too proud to take charity. *This class is large*, and will be as long as the spirit of freedom burns strongly in their breasts. We will not amplify. We call upon your own observation for proof.

2d. The miserable pittance paid for tuition out of the Poor School Fund can never command competent teachers. The salaries of teachers in Georgia—outside of cities and towns—from our best information, will not average \$150 *per annum* in cash. The law of cause and effect applies here as elsewhere. We do not mean to condemn *all* who are thus engaged. Many are worthy men and women. We speak only of the necessary consequence of these facts.

3d. We mention as another drawback on our present system, the too frequent absence of anything like a comfortable house for school purposes. Some ruined hut, abandoned as tenantable, is too often considered good enough for a school house.

4th. A general result of all these and other causes in the absence of all pride on the part of patrons in the school—the introduction of private teachers in the families of the wealthy, and the congregation in the towns of the children of those not willing to indulge in the expense of a private teacher, and still more unwilling to be satisfied with the country school.

Need we argue these points? Who denies their truth?

What, then, is our want? A system which shall remedy these defects, avoiding others. A school to which the children of the poorest citizen shall be sent, without submitting parent or child to the jeer of pauperism. A teacher who shall be able to impart solid and useful instruction—sufficient to prepare our youth for the active business of life. School Houses which shall awaken a feeling of pride in every neighborhood, and cause the richest to feel that no private teaching can afford equal advantages to the Common School; and thus bring together on a common platform, the children of all classes of our communities. To effect these objects, we must have *Free Public Schools* in every School District in Georgia. In the language of our resolution, this "*is the only hope of ever securing the great end.*"

So universal is the admission, that this is an object devoutly to be wished, *if practicable*, that we will not tax you with further argument to show this to be *our great want*.

We come, then, to the *second* and far most important inquiry: Is such a system of Common Schools practicable in Georgia? Two very grave difficulties are suggested, each deserving calm consideration. *One* is the sparse population in many portions of our State—especially the cotton-growing regions occupied by extensive plantations. *The other* is the necessity for very considerable funds *annually* for the support of so large a number of teachers.

As to the *first*, we say, to some extent, this is a very formidable difficulty in many parts of our State, and that, in that portion in-

licated above, it may prove a constant obstacle in the way of a thorough establishment of this plan. But we suggest, that the increasing population annually bringing into cultivation more and more of the waste lands of our State, will each year diminish the number of localities thus unfortunately situated. And that the prospect of securing a good school for their children will induce immigration and settlement on lands up to this time unmarketable, in part, on account of the absence of educational facilities.

Such, we have been informed, has been the result of this system upon the sparsely settled portions of our sister State of Kentucky, and such seems to be a conclusion rational and philosophical. But we remark, again: Admitting the full force of this objection, shall the State refuse to extend the benefits of this system over vastly the major part of her territory, because of the inability of certain portions to avail themselves of its blessings—especially (as will be seen hereafter) when it is proposed that all taxation for this purpose shall be imposed only upon those inhabiting the Districts benefitted thereby? It seems to us there can be but one answer to a proposition so plain. Let us do all that we can—extend the system as far as practicable—perfect its operations—just so far as our institutions and condition allow, and not be staggered at the outset by the distant tops of some apparently impassable mountains.

For a long time this objection was held to extend over every slave-holding State, and the palpable reasonableness of it, to some extent, drove good and great men from all effort in favor of Common Schools. But the successful establishment of the system in Kentucky and Tennessee, and the rapid strides which are being made in the same direction in other Southern States, have convinced thinking men that too much force has been allowed to that objection.

The other difficulty suggested is the want of means to carry out so grand a project.

Have we the means? We have at present a School Fund, the annual income of which is distributed under the Poor School law, amounting to the sum of.....\$30,000

From the profits of the State Road, either immediately,
or from the ultimate working of Gov. Brown's plan, or
from the interest on the proceeds if sold, whichever may
be adopted by your body—we can obtain an additional
sum of..... 220,000

Making an annual increase of.....\$250,000
Distributed among the different counties in Georgia, pro
rata, according to the entire number of white-children,
an average county would receive.....\$2,000

We do not pretend that this fund alone would be sufficient—as such a county would require at least ten school districts, and to secure a competent teacher in each District for the entire year would require at least \$1,000 more to be raised by a voluntary tax imposed by its citizens. Such a tax would not draw as much from its citizens for the education of the children as is now voluntarily paid in tuition. The few statistics we have been enabled to attain on this point, in a few counties, proves this assertion incontestably. But should any county decline to impose any tax, two other courses are left. The one, to adopt

the itinerating system, by which one teacher should divide the year—spending, say four months in each District, and thus supply three schools. Four months instruction by a competent teacher is better than four years instruction by one incompetent. This plan, we are informed, is found to work well in the State of Tennessee. Still another plan has been adopted in some States, and that is, for the School Commissioners, after receiving the State fund, to notify each School District of the amount coming to it from the fund, and then each District raises by voluntary subscription as much more as they see proper, which is added to the fund for that District, and the best teacher employed which the combined fund will authorize. This plan also, we have been informed, has been found to work well.

We do not ask your body to compel any county to abandon the Poor School system, whose citizens are satisfied with its operations. To such we only wish to add an additional fund from the profits of the State Road, and thus render their system more efficient. But we do ask that your body will so frame your legislation as to enable the people of each county to choose by ballot between these respective systems, and wherever the citizens of a county are sufficiently aroused to the necessity of a more efficient educational scheme, to adopt the one proposed, they may have the liberty of doing so. In fact, we would respectfully suggest that it might be extended even to the towns and cities in a county, and allow them within their own School Districts to adopt this plan.

We do not hope to perfect at once, a Free School system in our entire State. But we can do much, and by inaugurating it even in a few counties, we are satisfied that, as it has been found *in every other State where tried*, to gain annually upon the affections of the people, so it will in Georgia soon be voluntarily adopted in every portion of the State where practicable. Surely those sections of the State which, from any cause, can never successfully adopt the system would not seek to deprive the other counties in the State of its blessings, when the State fund is fairly distributed to *all*, and the difference arises only from the mode of appropriation of the fund by the counties themselves. Because Southern and other counties are so sparsely inhabited as to preclude the idea of convenient School Districts, should the counties of Upper and Middle, or Eastern Georgia be denied the privilege of inaugurating such a system within their bounds.

We are aware that some are wedded to the idea of appropriating the profits of the State Road to the reduction of taxes, and such an idea is generally very popular with the people—and justly so, when the fund otherwise is spent in a manner bringing no immediate benefit to the people: but that is not the issue now. The question is: *Shall this fund be given to the people in the way of education, or by reducing the taxes?* We say that *three-fourths of the voters of Georgia will derive more direct pecuniary benefit by devoting it to Free Education, than by relieving them entirely of taxation.* And the assertion is easily proved. Because to pay tuition under the present system for their children, cost more to three-fourths of our people than the present tax imposed on them. To illustrate: A citizen now pays \$5 for tax, (and three-fourths of them do not pay that much.) Relieve him entirely of taxes, and you give him \$5. The same citizen has a single child to edu-

cate, and he pays from \$10 to \$50 for tuition. Give him a Free School and you put in his pocket from \$10 to \$50. Which is best for him?

Again, by a reduction of taxes who is most benefitted? The rich man—who, on his thousands, pays his hundreds to the State. He who needs least the bounty of the State, is the greatest beneficiary. The poor man, who pays a Poll Tax is benefitted to the amount of that pittance. On the contrary, by Free Education, who is most benefitted? The rich man, who hardly feels its loss when he pays hundreds to educate his children, or the poor man, who can hardly, from his scanty earnings, lay up enough to give to his children that education, the want of which in himself he has so severely felt? The question answers itself. We feel, therefore, that we pander to no popular prejudice and seek no Demagogues's crown. When we say that the question of applying the profits of this Road to Education, or to a reduction of taxes, is a question between the poor man and the rich man, to which shall the Legislature extend the bounty of the State?

Were our taxes high or oppressive, we would say deal justly by the tax-payer, and relieve him of the burden of the State. But when, as demonstrated by your Comptroller General, almost every sister State levies more than double as much taxation as Georgia, and some of them nearly *nine times* as much, we almost blush at the spirit of those Georgians who approach your body with the cry of *high taxes!* Consult the digests of the counties where such eroakers live, and you will find them returning their thousands and hundreds of thousands of taxable property. *The people make no such demand.*

All of which is respectfully submitted.

THOMAS R. R. COBB,
SOLOMON COHEN,
D. E. BUTLER,
GREENE B. HAYGOOD.

[APPENDIX D.]

REPORT

OF THE TRUSTEES

OF THE

UNIVERSITY OF GEORGIA.

—00—

UNIVERSITY OF GEORGIA, }
ATHENS, OCTOBER 2D, 1860. }

To His Excellency,

JOSEPH E. BROWN,

The Board of Trustees of the University of Georgia, in terms of the Act of the General Assembly, entitled an Act to abolish the *Senatus Academicus*—to give its powers to the Board of Trustees of the University of Georgia, and to vest the government of said University in said Board of Trustees, assented to, December 14th, 1859, beg leave to submit this their first annual Report.

1. The receipt and Expenditures :

The receipts for the year, ending July 31st, 1860, amount to the sum of..... \$20,772 35
of which \$4,740, was received for Tuition, and the balance was recived for Banks Dividends, House rent and Interest on Bonds and Notes.

The expenditures for the same period were
for salaries of Officers,..... 14,350 00
Repairs and improvements,..... 1,337 09
Servants hire, Library, Postage, Wood,
Incidentals, 913 87

\$16,600 96

The Board also bought a piece of land for the Collegiate Institute, for which they paid the sum of,..... \$ 2,500 00

The Board also paid towards the House now in progress of construction, the sum of, \$ 4,000 00

This \$6,500, was met in part by Bonds and Notes collected.

2. The accompanying Catalogue will furnish the number of Students, their names and their different studies.

It should be remarked that from January to July 31st, there was no President's salary paid, and that the buildings and improvements now in progress, will exhaust all the income of the Board, except what will arise from the bank stock, tuition and house rent, which may be estimated as follows :

The bank stock guaranteed by the State, . . .	\$ 8,000
Tuition,	6,000
House Rent,	700
Terrell Fund,	1,200
Taylor Scholarship,	350
	<hr/>
	\$ 16,250

The annual expenditure may be estimated as follows, to-wit :

Officers salaries, \$16,000, which will leave an insufficient balance to cover the expenses of servant's hire, library, wood, postage, repairs, painting and other incidental expenses, including the beneficiary of the scholarship.

At the meeting of the board began, and held from the 27th July, to the 3d of August inclusive, there was a large attendance of Trustees, and much interesting action had for the re-organization of the Institution.

The Board created the offices of Chancellor and Vice Chancellor of the University and organized as follows :

Rev. Andrew A. Lipscomb, D. D., Chancellor, and Rev. P. H. Mell, D. D., Prof. of Moral and Mental Philosophy, Vice Chancellor.

Wm. A. Rutherford, Jr., A. M., Prof. of Mathematics and Astronomy.

Wm. H. Waddell, A. M., Prof. of Ancient Languages.

Richard M. Johnston, A. M., Prof. of Oratory and Belles Lettres.

James Woodrow, P. H. D., Prof. of Natural Philosophy, Chemistry and Natural Sciences.

Wm. D. Wash, A. M., Adjunct, Prof. of Mathematics and Natural Philosophy.

Dr. Daniel Lee, Terrell Prof. of Agriculture.

The following paper was agreed to, and submitted as part of this report. The paper was offered by Mr. Cochrane, and reads as follows :

WHEREAS, By the recent re-organization of the University, the perfection of the system, will require several other additional professorships to be endowed to make the University what its founders contemplated, a large surplus revenue, annually flowing into the State Treasury from the net earnings of the State Road.

It is therefore Resolved, That the Trustees in their report

to the Executive, under the late laws of the State, be requested to bring this subject to his notice, and through him, to make application to the Legislature for the appropriation of One Hundred Thousand Dollars per annum, for five years, for the permanent endowment of the University.

The Degree of Bachelor of Laws was conferred upon the following Graduating Class of the Lumpkin Law School, viz :

O. A. Bacon,	LaGrange,
Pope Barrow,	Oglethorpe;
P. H. Brown,	Griffin,
R. A. Chambers,	Columbus,
J. M. Cleveland,	Washington,
Lamar Cobb,	Athens,
V. C. Cook,	Rome,
James Gardner,	Talbotton,
James S. George,	Decatur,
W. Robt. Gignilliat,	McIntosh,
Geo. G. Grattan,	Lexington,
A. A. Franklin Hill,	Athens,
W. C. Howard,	Oglethorpe,
W. P. Johnson,	Jefferson county,
Roswell King,	Savannah,
L. A. Lane,	Monticello,
S. C. Mitchell,	Griffin,
L. O. Niles,	Griffin,
Geo. L. Peavey,	Zebulon,
A. C. Perry,	Chattooga county,
H. J. Randal,	Atlanta,
J. H. Reece,	Rome,
Jas. M. Reid,	Sparta,
Jno. H. Stephens,	Crawfordville,
L. J. Winn,	Decatur,

The Degree of Bachelor of Arts was conferred upon the following Graduates of the University :

W. D. Anderson,	J. H. Thomas,
R. B. Baxter,	Hugh Harris,
A. M. Brown, Jr.,	J. J. Head;
T. J. Burns,	N. C. Kimbal.
J. H. Cline,	W. H. Lee,
W. F. Craver,	Frank Lumpkin,
J. E. Harper,	Robt. C. Lumpkin,
W. D. Mitchell,	R. J. Thomas,
T. A. Murray,	S. S. Tumlin,
C. J. Reese,	John Weatherly,
J. C. Rutherford,	A. G. Whitehead,

W. A. Tenille,
E. J. Thomas,

Thomas Wray,

And the Degree of Master of Arts was conferred on

Thomas A. Merret,
James R. Tolbert,
John B. McGehee,
John McMillian,
G. W. Philpot,
J. A. Dunn,

J. P. C. Whitehead,
S. W. Harris.
B. W. Hogan,
Wm. H. Simms,
B. M. Heard,

And the Honorary Degree, A. M., on Thomas J. Bacon.
and the Degree of F. L. D., on Rev. Joseph C. Stiles.

The Board has altered the Commencement, which will take place hereafter, on the 2d Wednesday in July, and have also altered the vacations, so as to make them take place as follows :

Summer vacation from Commencement to the 1st September, and Winter vacation from 1st December to 5th January.

The Board finally organized itself by electing Col. Wm. H. Jackson, its permanent President, and requiring its annual report to be authenticated to the Governor by his signature.

The foregoing with the communications to the Senatus Academicus in November last, will fully exhibit the actings and doings of the Board for the past College year.

In testimony whereof the President of the Board has hereunto set his hand this October 2d, 1860.

WILLIAM M. JACKSON,

President.

UNIVERSITY OF GEORGIA, }
ATHENS, OCTOBER 4TH, 1860. }

His Excellency,

JOSEPH E. BROWN.:

Dear Sir—In the communication made a few days ago, exhibiting the actings and doing of the Board of Trustees of this Institution, it was omitted to be stated, that the rates of tuition had been advanced from \$50 to \$75 per annum, and the object of this note is to supply such omission.

Very Respectfully,

Your obedient servant,

ASBURY HULL,

Secretary.

Please have the alteration made in the printed Catalogue, where the rate is printed fifty.

The \$75 now charged, covers tuition, Room rent, Library fee and servants' hire.

[APPENDIX E.]

THE LAWS OF FORCE

ON THE

SUBJECT OF EDUCATION.

—OO—

An Act to provide for the Education of the poor, assented to, December 27th, 1843.

Sec. 1. *Be it enacted*, That from and after the passage of this Act, it shall be lawful for the Justices of the Inferior Courts of the several counties in this State, and they are hereby authorized to levy and collect an extra tax in their respective counties sufficient, together with such funds as may be received from other sources, to educate the poor children of their respective counties; *Provided*, such tax shall not be levied without the recommendation of the Grand Jury of the first Court in each year, and that said fund shall be kept separate from all other county funds and used for no other purpose whatsoever.

Sec. 2. Said Justices of the Inferior Court are hereby authorized and empowered to require the Justices of the Peace, or other person in the several militia districts in their respective counties, to furnish them, at such times as they may require, with a list of such children, between the ages of eight and sixteen, in their several districts, as may need total or partial assistance in obtaining their education; to apportion the funds among them at their discretion, according to their respective necessities; to appoint Commissioners or such other persons as they may deem proper, without compensation, to superintend the proper application of the fund, and the education of the poor; and to pass and enforce such rules and regulations as they may deem best calculated to promote the objects of this Act, *Provided*, the same are not repugnant to the laws of this State.

Sec. 3. For the purpose of aiding in the education of the

poor, as herein before provided, seventeen hundred and thirty-three shares of the capital stock of the bank of the State of Georgia, eight hundred and ninety shares of the bank of Augusta, and all of the available assets of the Central Bank, after the payment of its debts, be, and the same are hereby set apart, and appropriated as a permanent education fund, the annual income whereof shall be distributed to the several counties of this State, and paid to the Justices of the Inferior Courts thereof rateably in proportion to the number of poor children therein, as herein set forth. And the scrip for the bank stock aforesaid shall be delivered to the Treasurer of the State, and said stock shall henceforth be under his management and control, for the purposes aforesaid:

An Act to provide for the education of the children of this State between certain ages, and to provide an annual sinking fund for the extinguishment of the public debt.

Sec. 1. *The General Assembly of Georgia do enact*, That one hundred thousand dollars of the net earnings of the Western and Atlantic Railroad shall be annually appropriated to the purposes of education hereinafter specified.

Sec. 2. The fund set apart in the first section of this Act shall be added to the present school fund [1] of this State to be divided out among the several counties thereof according to the return of all white children thereof between the ages of eight and eighteen, and that each county hereby have the power to use, enjoy and dispose of the fund they respectively receive for educational purposes, in such manner as they may see fit and proper; the plan for each county to be devised by the Grand Jury thereof with the Ordinary, and if the Grand Jury and Ordinary fail or refuse to devise a plan, then said fund to be used and employed under existing laws; *Provided*, that in all cases the said fund shall be used for instruction of children in the elementary branches of education; *And provided further*, that that portion of said fund to be distributed to Chatham county shall be expended by the Justices of the Inferior Court through the school Commissioners of said county.

Sec. 3. *Be it further enacted*, That the Receiver of Tax Returns of each county shall require of each tax payer, when giving in his taxable property, to return, under oath, the number of his children between the ages eight and eighteen years, and it shall be the duty of the Grand Jury of each county, at the next term of the Court after the Tax Receiver has completed his digest, to examine the same, and if any of said children are left out of the returns, then the said Grand Jury shall make every effort in their power to as-

certain the names of those omitted and have them added to the rest.

Sec. 4. *Be it further enacted*, That in order to augment said educational fund, whatever fund may be in the Treasury not otherwise appropriated at the time of such apportionment, over and above the expenses ordinary and extraordinary of the State Government, shall be added to the fund herein before set apart for educational purposes, and distributed in the same manner.

Sec. 5. *Be it further enacted, by the authority aforesaid*, That the Inferior Court of each county, shall, upon a recommendation of the Grand Jury thereof, assess such per cent upon the State tax as they may deem right and proper, if any, to augment said educational fund for said county; and the Ordinary of each county shall be the Treasurer of said fund, and shall give bond to the Justices of the Inferior Court in the sum of double the amount appropriated to his county, and the several Ordinaries shall make out and present to the Grand Juries at the Spring Term of the Superior Courts, a full account current of all receipts and expenditures, stating items and amounts left over from previous years, and shall make oath to the truth of their accounts, and a false oath thereon shall be punished as perjury,

Sec. 6. *Be it further enacted*, That the tuition of those children entitled to participate in this fund, who shall attend school out of the county in which they reside, shall be paid out of the fund of the county in which they do reside.

Sec. 7. *Be it further enacted*, That the Governor be, and is hereby authorized to draw his warrant on the Treasury for such sums as may be in the Treasury, subject to distribution under this Act, in favor of the Ordinary of each county, on the third Monday of November of each year; *Provided*, the Ordinary shall have first furnished the Governor with the number of children in his county between the ages aforesaid, the number taught the elementary branches of an English education, the number taught the higher branches of education, and the rates of tuition in the elementary, and in the higher branches, and all other facts and statistics which His Excellency may require said Ordinaries to obtain and return, and which he may deem useful in aid of future legislation.

Sec. 8. *Be it further enacted*, That the several Ordinaries, as a means of collecting of the Teachers or Trustees of schools and Academies, the information and statistics contemplated in this Act, shall have the power to withhold the fund appropriated or due any Teacher or Trustees until his terms or requisition for information are complied with; and no teacher shall participate in the benefits of this fund for any tuition rendered, until he shall obtain the certificate of a Board of examiners appointed for that purpose, by the Justices of the Inferior Courts of his qualifications to teach the branches of education contemplated by this Act, and

also of good moral character ; and the said Board of examiners shall make oath in every instance, to discharge faithfully their duties and to decide impartially.

Sec. 9. *Be it further enacted*, That the Governor shall be hereby authorized and required, as far as may be practicable, to substitute other State bonds bearing the same rate of interest, for those now in the hands of holders, and that he issue new bonds, and arrange them upon such a schedule and payable at such period or periods in the future, as that, by providing annually a sinking fund of a certain amount, the whole principal of the public debt, (the interest being semi-annually paid as now provided by law,) this sinking fund, when ascertained, shall be regularly and punctually paid out of the net earnings of the Western and Atlantic Railroad, and until the schedule of the public debt is fixed, and the amount of sinking fund is ascertained, the Governor shall use so much of the earnings of the road as shall be necessary to meet the bonds annually falling due, in payment of the same, and in the purchase or payment of other bonds, the period for the payment of which is left to the option of the State.

Sec. 10. *Be it further enacted*, That whenever the Governor shall, by means of the sinking fund or by any other fund applicable to the purpose, pay and take up any portion of the bonds of public debt, he shall issue an equal amount of bonds in sums of one thousand dollars, bearing interest at six per cent. payable at such period in the future as he may deem best for the objects and interests in view, to the Secretary of State as the Trustee of the educational fund of Georgia, so that as the public debt is extinguished, the educational fund shall be increased, and the interest on said educational fund shall be annually appropriated to educational purposes.

Sec. 11. *Be it further enacted*, That the Governor be authorized to make a deposit in either of the banks of Savannah or Augusta, on the best terms practicable, of any moneys which may accumulate in the Treasury, and which may be subject to the appropriations contemplated by this Act: such deposits to be made upon the condition that such portion of it as shall belong to the fund provided for distribution for school purposes in this Act, shall be drawn by the third Monday in November in each year, and such portion of said deposits as forms a part of the sinking fund under the provisions of this Act, shall be drawn at any time, at the option of the Governor, when he may have an opportunity to purchase at par the bonds of the State.

Sec 12. This Act shall take effect immediately. All conflicting laws to the contrary notwithstanding.

AN ACT

To alter and amend an Act entitled An Act to provide for the Education of the Children of this State between certain ages, and to provide an annual sinking fund for the extinguishment of the public debt. assented to December the 14th, 1858.

Sec. 1. *Be it enacted, &c.*, That the sums of money appropriated in the above recited Act, for educational purposes, and whatever sum or sums of money may be hereafter appropriated for purposes of education, by the General Assembly, shall be expended for said purposes, as hereinafter provided.

Sec. 2. *Be it further enacted*, That the above recited Act is hereby so altered and amended as to entitle children between the ages of six and eighteen to its benefits; and the number of children between certain ages shall be ascertained in the same manner as that of children between the ages of eight and eighteen, contemplated in the above recited Act.

Sec. 3. *Be it further enacted*, That the words Elementary Branches, wherever occurring in the Act of which this is amendatory, shall be construed to mean Spelling, Reading, Writing and Arithmetic; but the children entitled to the benefits of the Public School Fund shall not be debarred from pursuing the studies of English Grammar and Geography,—the tuition of which shall be paid for out of said funds, *provided* said tuition shall not exceed the rates of sixteen dollars per annum.

Sec. 4. *Be it further enacted*, That, in each county of this State, there shall be a Board of Education, which Board shall consist of the Justices of the Inferior Court, the Ordinary, and some other person to be selected by said Justices of the Inferior Court and Ordinary, having reference to his proficiency in the "Elementary Branches" upon which teachers are now or shall be required to be examined; and a majority of this Board shall constitute a quorum for the transaction of business.

Sec. 5. *Be it further enacted*, That it shall be the duty of the said Board of Education, in each county, to disburse whatever amount of the Common School Fund to which the county may be entitled by law, together with any funds which may be raised by taxation or otherwise, in such county, for educational purposes, in such way as shall, in the judgment of said Board, best promote the cause of general education in their respective counties; it shall be the further duty of said Board of Education to act as a Board of Examiners, who may examine all teachers who participate in the public school funds, upon the "Elemen-

tary Branches,"—also upon English Grammar and Geography, if the teacher applying for examination shall desire; and the said Board shall give the certificates now required by law, upon being satisfied from examination or otherwise that the said teachers are competent to teach the "Elementary Branches" contemplated by this Act, *provided* said certificates shall, in all cases where teachers propose to teach the English Grammar and Geography, specify their competency to teach the same; and the aforesaid Board shall be allowed to make examinations, and give certificates, without taking the oath now prescribed by law.

Sec. 6. *Be it further enacted*, That the Ordinary shall be the Treasurer of the Board of Education, and disburse the school funds according to their orders,—said orders to be signed by a majority of the Board, exclusive of the Ordinary, and they shall be kept by the Ordinary as vouchers to be exhibited, with the accounts of disbursements, to the Grand Jury, at the spring term of the Superior Courts of their respective counties; the said Ordinary shall give bond and good security, to be judged of by the Board, as is now required by law; and, in the event the Ordinary shall refuse to act as Treasurer, or be unable to give such security, the Board of Education shall have power to select some other responsible person, to act as Treasurer of said Board, who shall be required to give bond and security as aforesaid.

Sec. 7. *Be it further enacted*, That, in all cases where the said Treasurer shall refuse to pay out any school funds in the manner now required by law, which may be in his hands, and complaint of such failure being known to the Board, said Board, or a majority of them, shall issue a *Rule Nisi* against such defaulting Treasurer, requiring him to appear before the Board within ten days, to show cause of such refusal; and, upon failing to appear, or to show good and sufficient cause for such refusal, the Board shall issue execution against such Treasurer and his securities, which judgment shall be conclusive.

Sec. 8. *Be it further enacted*, That any Treasurer who shall fail or neglect to pay out such money, at the proper time, shall be liable to pay interest on the amount not paid out, at the rate of twenty per cent, which shall be required in the execution issued as aforesaid.

Sec. 9. Repeals conflicting laws.

(PART OF PRIVATE ACT, No. 128.)

Sec. 1. *Be it enacted*, That the Act for the relief of certain teachers of poor children, in the county of Decatur; also to provide for the payment of accounts of teachers of poor children, throughout the State, where such children have not been returned according to law,—approved March 5th,

1856,—shall be so construed and understood as giving Ordinaries, only, the power of paying such accounts of teachers of poor children, as therein described, out of the poor school funds which may be in their hands, unappropriated, for the years in which said accounts may have been made.

AN ACT

For laying out two or more counties to the westward, &c., (Franklin and Washington,.)—approved Feb. 25, 1784.

AND WHEREAS, the encouragement of religion and learning is an object of great importance to any community, and must tend to the prosperity, happiness and advantage of the same:

Sec. 11. *Be it further enacted, &c.*, That the county Surveyors, immediately after passing of this Act, shall proceed to lay out, in each county, twenty thousand acres of land of the first quality, in separate tracts of five thousand acres each, for the endowment of a college or seminary of learning, and which said lands shall be vested in and granted in trust to his Honor the Governor, for the time being, and (seven persons named,) and their successors in office, who are hereby nominated and appointed trustees for the said college or seminary of learning, and empowered to do all such things as to them shall appear requisite and necessary to forward the establishment and progress of the same, and all vacancies shall be filled up by the said trustees; and the said county surveyors shall, in six months after passing of this Act, make return to the trustees herein before mentioned, of regular plats of all such tracts as shall have been laid out and surveyed by virtue of this Act,

Sec. 12. The land granted as aforesaid shall be exempt from taxes.

AN ACT

For the more full and complete establishment of a public seat of learning in this State,—approved Jan. 27, 1785.

As it is the distinguishing happiness of free governments that civil order should be the result of choice, and not necessity, and the common wishes of the people become the laws of the land, their public prosperity, and even existence, very much depends upon suitably forming the minds and morals of their citizens. When the minds of the people in general are viciously disposed, and unprincipled, and their conduct disorderly, a free government will be attended with greater confusions, and evils more horrid than the wild, uncultivated state of nature. It can only be happy

where the public principles and opinions are properly directed, and their manners regulated. This is an influence beyond the stretch of laws and punishments, and can be claimed only by religion and education. It should, therefore be among the first objects of those who wish well to the national prosperity, to encourage and support the principles of religion and morality, and early to place the youth under the forming hand of society, that by instruction they may be moulded to the love of virtue and good order. Sending them abroad to other countries, for their education, will not answer these purposes, is too humiliating an acknowledgment of the ignorance or inferiority of our own, and will always be the cause of so great foreign attachments that, upon principles of policy, it is inadmissible.

This country, in the times of our common danger and distress, found such security in the principles and abilities which wise regulations had before established in the minds of our countrymen, that our present happiness, joined to the pleasing prospects, should conspire to make us feel ourselves under the strongest obligation to form the youth, the rising hope of our land, to render the like glorious and essential services to our country.

AND WHEREAS, for the great purpose of internal education, divers allotments of land have at different times been made, particularly by the Legislature, at their session in July 1783, and February 1784, all of which may be comprehended and made the basis of one general and complete establishment:

Therefore enacted,

Sec. 1. That the general superintendence and regulation of the literature of this State, and in particular of the public seat of learning, shall be committed and intrusted to one board, denominated "The Board of Visitors," hereby vested with all powers of visitation, to see that the intent of this institution is carried into effect.

ARTICLE 4th, SECTION 13th, OF THE CONSTITUTION OF GEORGIA.

The arts and sciences shall be promoted in one or more seminaries of learning, and the Legislature shall, as soon as conveniently may be, give such further donations and privileges to those already established, as may be necessary to secure the objects of their institution; and it shall be the duty of the General Assembly, at their next session, to provide effectual measures for the improvement and permanent security of the funds and endowments of such institutions.

Approved and assented to, the 13th May, 1798.

[APPENDIX F.]

MR. LOMAX'S BILL.

A BILL to be entitled An Act to provide for the education of the youth of Georgia in the rudiments of an English education.

Sec. 1. *Be it enacted, &c.*, That at the next general election for county officers, there shall be elected in each and every county of this State, by the legal voters, two Superintendents of Education, who shall hold their office for four years, or until their successors are elected and qualified, who, together with the Ordinary of the county, shall be and are hereby constituted a body corporate and politic, for the supervision and encouragement of education in each county in this State, with power to sue and be sued, and to have and to hold all real and personal estate which may be given, granted, or bequeathed to them and their successors in office, for the purposes of education. And in the event of any vacancy occurring in said Board of Education by death, resignation, or otherwise, it shall be the duty of the Justices of the Inferior Court to advertise, after twenty days notice thereof, to order an election by the people of the county to fill said vacancy.

Sec. 2. *Be it further enacted, &c.*, That it shall be the duty of said Board of Education, on the second Monday in January of each year, to assemble at the court house of their respective counties, for the purpose of examining all such persons as may apply to them for a license to teach school in their counties, and fix their tuition fees for said year, provided said board shall have power to discriminate in said rates between the teachers applying. It shall be the duty of said board to issue licenses to all such, and those only, whom they shall find, after strict examination, to be competent to teach reading, writing, arithmetic, English grammar, and geography; provided, however, that if competent teachers cannot in all cases be provided, the Boards of Education may license the most competent they can get, giving preference, however, to the most competent; and in case there be more applicants than can be supplied with schools, qualifications being equal, that said commissioners shall select Southern men and Southern ladies as teachers in said schools, to the exclusion of all others. Said board shall

keep a docket, containing the names of all persons whom they may license to teach, and the dates of their license; and that said Board of Education be authorized to retain the sum of one dollar out of said fund raised by the fifth section of this Act for each license so granted, or so much as shall be necessary to purchase the requisite books in which to record their proceedings.

Sec. 3. *Be it further enacted, &c.,* That it shall be the duty of all licensed teachers, in every county in the State, on or before the first Monday of September of each and every year, to make return on oath to said Boards of Education, the names and places of residence of all their pupils, and their parents or guardians, who are taught the branches of English education enumerated in the second section of this Act in their schools, and in those branches only, the length of time taught, and the amount of tuition fees due for the education of said pupils; and it shall be the further duty of said teachers to make such other returns of statistics and other information required by a circular for that purpose, that may be issued and directed by the Board to said teachers. It shall be the duty of said Board of Education to meet at the court house of their respective counties on the second Monday of December of each and every year, to audit said accounts; if doubt shall arise as to the accuracy and justness of said accounts, they shall have power to summon and examine witnesses; if they shall find them correct, they shall approve them and draw an order for their payment upon the tax collectors of their respective counties in favor of said teachers or their order; if they shall disapprove of them, they shall reject them.

Sec. 4. *Be it further enacted, &c.,* That if any licensed teacher shall charge and collect tuition fees from the citizens of this State, for teaching the branches of English education enumerated in the second section of this Act, he or they shall forfeit his or their licenses, and be subject to an indictment for misdemeanor, and on conviction shall be fined in a sum not less than one hundred nor more than five hundred dollars.

Sec. 5. *Be it further enacted, &c.,* That it shall be the duty of said Board of Education, on or before the first Monday in October, when all the accounts of teachers and lists of pupils in their respective counties have been returned, as provided for in the preceding section of this Act, to consolidate the same, and upon ascertaining the amount due to licensed teachers for tuition fees as aforesaid, to assess a tax upon the State tax in each county of sufficient amount to pay the tuition fees due the licensed teachers of each county, provided the same does not exceed one hundred per cent. on the State tax. And if said assessment shall not be sufficient to pay all the tuition fees of the licensed teachers in

any county in this State, it shall be the duty of the Governor to draw his warrant on the treasury on the fund hereinafter set apart for that purpose, in favor of the Board of Education of said counties in which such deficiencies occur, for amounts which shall be sufficient to supply the deficiencies aforesaid; and if there shall not be any portion of the fund in the treasury hereinafter to be set apart, it shall then be the duty of the Governor, with the act of the Comptroller General, to levy an assessment upon the State tax of all the counties in the State, sufficient to pay the deficiencies in amounts due teachers in the counties where such deficiencies occur, provided that no county shall participate in the new assessment which had not, in the first assessment made by the county Board of Education of said county, raised the sum of one hundred per cent. on their State tax.

Sec. 6. *Be it further enacted, &c.*, That when the taxes collected in any county in the State for educational purposes are insufficient to pay the order of the Board of Education in their respective counties, for tuition fees as aforesaid, said orders shall be presented and paid at the treasury of the State.

Sec. 7. *Be it further enacted, &c.*, That the orders of the Boards of Education paid by tax collectors, shall be received as cash from the tax collectors of the different counties in the State, in the settlement of their accounts with the State treasury, and shall be accounted for as cash.

Sec. 8. *Be it further enacted, &c.*, That the present poor school system is hereby abolished, and the poor school funds of the State are hereby merged in the common fund of the State, and may be used in the payment of the ordinary expenses of the Government.

Sec. 9. *Be it further enacted, &c.*, That this system of Common School Education shall take effect from and after the first day of January, 185—.

Sec. 10. *Be it further enacted, &c.*, That all laws and parts of laws militating against the provisions of this Act are hereby repealed.

MR. MEMMINGER'S BILL.

The Committee on Education, to whom was referred a Bill to extend the system of Public Education in this State, beg leave to report that they have duly considered the same. and recommend that the bill do pass, with the following amendment, to be added as a new section at the end of the bill, to-wit:

Sec. 7. *And be it further enacted, by the authority aforesaid,*

That the said Treasurer shall give bond to the State, with sufficient sureties thereto, in such sum as the Commissioners may deem necessary, conditioned for the faithful discharge of his duties, and shall receive such compensation as said Commissioners may determine.

Respectfully submitted,

C. P. SULLIVAN, Chairman.

In the House of Representatives, [of South Carolina,]
November 29, 1856.

A BILL to extend the system of Public Education in this State.

Sec. 1. *Be it enacted by the Senate and House of Representatives now met and sitting in general assembly, and by the authority of the same,* That the Commissioners of Free Schools in each District and Parish are authorized to lay out and establish one or more School Districts in their respective Districts and Parishes, for the purpose of receiving the benefit offered by this Act; and in every such School District to erect a school house, upon the plan most approved for their purpose, and to furnish the same with suitable school furniture and arrangements.

Sec. 2. As soon as any such school house shall be completed and furnished, it shall be the duty of the Board of Commissioners for the District or Parish in which such school is located to procure teachers for as many children as can be taught therein. And all the children residing within the particular School District, between the ages of seven and seventeen, shall have an equal right to receive education at the said school; and the number and salaries of the teachers, and the books to be taught, and the system and conduct of the said school shall be subject to the regulations which shall be made in each respect by the Board of Commissioners.

Sec. 3. The whole expense incurred in erecting each school house, and in furnishing the same, and in purchasing the land suitable for its use, shall be defrayed one-half by a tax upon the persons and property within the School District in which such school house is situate, and the other half by the State Treasury; and to that end, the Board of Commissioners of Free Schools in each District or Parish is hereby made a body politic and corporate, to purchase and hold such school houses and the lands, furniture, books and property which they deem suitable for the same, and also to receive any donations, devises, or bequests for the use of any school; and the said Boards respectively are authorized to raise and levy a tax upon all persons and property within the limits of each School District, in the same man-

ner and upon the same principle as is now allowed by law to the Commissioners of the Poor, to an extent not exceeding twenty-five per centum on the general tax of each person, which said tax the Tax Collectors are hereby required to collect and pay over as is by law required when taxes are laid by Commissioners of the Poor; and whenever the Tax Collector of any District or Parish shall certify to the Comptroller General that any such tax has been levied and paid, the Comptroller General shall cause an equal amount to be paid from the State Treasury to the Board of Commissioners of Free Schools of each District or Parish, for the use of that particular School District in which such tax shall have been raised; and all the monies so raised and paid over shall be expended for the exclusive use of the School District so taxed as aforesaid, by a Treasurer to be appointed for that purpose by the Board of Commissioners, and shall be accounted for to the said Board, and by them reported to the Court of Common Pleas, in the manner now required by law as to monies expended by the Commissioners of the Poor.

Sec. 4. The annual expenses incurred in the education of pupils and in furnishing books in each School District shall be paid partly by the State and partly by a tax to be levied and assessed upon all the persons and property within the limits of such School District. The said tax may be levied and assessed in the same manner and to the same extent as is prescribed above in Section 3d of this act. The portion to be paid by the State shall be equal to that raised by the tax upon the School District, until such payment by the State shall amount to five dollars for each pupil taught in the school; and after the first year no pupil shall be reckoned who shall not have been taught at the school for at least six months of the preceding year, including vacations and temporary absences; and whenever pupils for such fractions of a year are reckoned, their number shall be reduced to an equivalent number of pupils for the whole year. And all monies raised and expended under this clause shall be paid over, expended and accounted for in the same manner as is provided in the third section of this act.

Sec. 5. In those Districts or Parishes wherein no School District shall be established under this act, the Commissioners of Free Schools may continue to apply as heretofore the appropriations made for Free Schools; and in those Districts or Parishes wherein School Districts shall be established under this act, the respective Boards of Commissioners shall certify to the Comptroller General the amount which, in their judgment, is the just portion of the monies now appropriated for Free Schools which ought to be paid for the use of that part of the District or Parish embraced within such School District, and the Comptroller General shall

cause such portion to be paid to the Treasurer of such School District, and shall credit the same against the amount directed by this act to be paid for education in such School District.

Sec. 6. For the purpose of giving proper information to the various Boards of Commissioners, and of producing uniformity as far as may be practicable, the Governor is authorized and required to furnish each Board of Commissioners of Free Schools with such approved plans and designs of school architecture and furniture, and with such books, documents or other information as he may deem most useful in promoting the cause of general education in this State.

SPEECH OF MR. MEMMINGER,

*Before the House of Representatives of South Carolina, on the
Bill to establish the Common School System of Education.*

MR. SPEAKER: There are some subjects which however frequently discussed, cannot fail to engage attention. They involve the hopes and destiny of new generations, and are as vital to the interests of each, as the yearly renewal of the seasons or the daily return of the sunbeams. Education stands prominent among these subjects, and the annual discussions which have been heard on this floor, evince the interest which is felt both by the people of our State and by their Representatives. From every quarter comes up a cry for help to this great cause. Everywhere its importance is acknowledged—everywhere the inadequacy of the agencies for its advancement are deplored. Urged forward by these loud calls, the State was induced to double the amount of money which she had contributed. Still, however, the same cry continues, and the concurring testimony of the Commissioners of Free Schools throughout the State assures us, that the present system fails to accomplish the ends for which it was instituted.

Upon a question so eminently practicable, the experience of others in circumstances analogous to ours would offer the most natural and certain solution of the difficulties which surround it. Our nearest neighbor, North Carolina, for sixty-four years tried the same system of Free Schools, and the result was, that, in all that State, there were at school only 19,493 pupils. In 1840 she changed her system and adopted the Common School system, and after fifteen years the children at school amounted up to 140,000; a corres-

ponding change took place in the numbers of students at colleges and academies.

The students at college were raised from 158 to 1,000; and those at academies from 1,398 to 9,000; thus proving that the whole cause of education had been advanced. The Superintendent of Education in that State, reports that fifteen years after the Common School system went into operation, the numbers of those who could not read and write were reduced from 1 in every $7\frac{1}{2}$ adults to 1 in every 15 or 20.

This remarkable result, under all the disadvantages which the system has had to contend with in North Carolina, is confirmed by the experience of other States, to which reference will hereafter be made. But in this connection I will mention the experience of Upper Canada, for two reasons, first—because the system there adopted is similar to that which is proposed by the bill now under consideration, and secondly, because the extent of the country and the sparseness of its population furnish analogies completely fitting the condition of our own State. Prior to 1841 Upper Canada was so discontented with her system of public schools, that she reduced the appropriation for them from \$44,000 to \$10,000 per annum. In 1841 the present Common School system was adopted and \$80,000 were appropriated by the Legislature from the public treasury. The same amount was raised by assessments and subscription of the inhabitants. After eight years trial of the system, the voluntary assessments had amounted up to \$250,000 per annum; and in 1854 upwards of half million of dollars was cheerfully paid by the people to the support of Common Schools. The attendance of pupils had increased from 66,000 to 104,000, which after making allowance for the increase of population, raising the proportion of educational increase from 100 to upwards of 400 per cent.

These facts distinctly point to the remedy which it is my purpose to urge upon your attention. We all agree that the State is deeply interested in the education of all her children. We all desire to see this education extended to every one—we have freely opened the purses of the taxpayers to effect this great end. Hitherto the point of our exertions has been manifested only in one direction. The South Carolina College has returned to the State its whole outlay, with ample interest. The intelligence and learning of the higher classes of society in our State will compare favorably with any State in the Union. Where can be found a body of more intelligent gentlemen than those who occupy the seats of our Legislature, and the learned professions in our State? What class of men anywhere to be found excel in courtesy and intelligence the educated planters and merchants of our State? But when we turn to the other

walks of life, the change is most striking. The mechanics and moving elements of society—those who work the actual machinery of the body politic, and are its main stay and support—these exhibit few of the results of education. Those advantages which common schools have placed within the reach of the same classes elsewhere, are not enjoyed by our middling classes, and the difference is apparent in the superior intelligence and activity manifested in the business ranks in other States. The common schools bring forward the whole intellect of the State—every separate mind is brought forward and cultivated to the extent of its capacity, and the State is the recipient of the united aggregate of contribution. This is evident from the greatly increasing numbers of children which that system brings into the schools, and the higher grade of education which is furnished to each. In our own State, out of one thousand capable of going to school, the entire number who attend school, even the fraction of year, are forty thousand; and according to the last census there are fifteen thousand white adults who can neither read nor write.

Even these figures must be much below the truth; for I observe in the total amount are set down only 183 for the whole district of Charleston, an amount which any one acquainted with either town or country knows to be greatly below the mark. The inquiry, therefore, naturally arises as to the barrier which keeps back these numbers—as to the cause which prevents the extension of education among all classes. Why is it that 9,697 females—those who are the mothers and teachers of the young—are unable to impart to them the merest rudiments of education, or even to spell out for themselves the name of that God, who has entrusted to their training the immortal souls of the children whom He has given them? As far back as 1811, the Legislature had declared that any “citizen of this State shall be entitled to send his or her child or children, ward or wards to any free school in the district where he or she may reside, free from any expense whatever on account of tuition.”

How comes it to pass that in 1856 there are so many of our citizens who have derived no benefit from this declaration? Why is it that the returns of the Commissioners from every quarter of the State declare that the benevolent objects of the Legislature fail to be accomplished? The experience of other States gives the answer. Because you have separated the poor and put them in schools by themselves—because you have required from them as a condition for admission that they shall make a confession of pauperism. Try the same experiment upon any other institution of learning. Set up at the door of the South Carolina College a condition that no one can be admitted but on the footing of charity. Say to the honest and frugal father, put

aside your honorable desire of independence—confess yourself a pauper—accept the boon of the State as charity, and your son may be admitted to receive his education with other paupers—and can any one fail to foresee the result?

And yet this is just the course that has been taken with the free schools. By giving preference in them to the poor, the higher classes of society are excluded in terms, and middling classes are practically excluded by that feeling of pride which is always excited by such discrimination. Those which remain are “the poor” by confession, and the result is a poor school in every sense of the word. The pupils are deprived of the leaven infused by the upper classes of society. They learn without spirit—they avoid the school as a badge of inferiority—they give irregular attendance, and leave it before they attain the necessary rudiments of education. The teacher is disheartened; he receives no sympathy from the community; their children go to other schools. It is only the obscure and unknown poor whose children are with him, and these have neither sufficient knowledge or leisure to see after the school. Neither can the disheartened teacher find his compensation in the attainments of his pupils. They attend too irregularly, learn too unwillingly, and leave too early for him to make any effectual impression; and thus, without any effectual impression; and thus, without any fault of his own he feels himself a laborious drudge, shorn even of his first reputation by a system which bears him down by its own inherent difficulties.

The simple remedy which we propose is the adoption of the system of common schools for the common education of the rich and the poor. The system administers immediate relief to all these evils. It infuses new life into teachers and pupils. It removes the barrier which has shut out the schools from the sympathy of the community, and advances the whole circle and standard of education. It possesses the immense advantage of having been fully tried elsewhere. From Prussia it has advanced all over the continent of Europe, and has received the sanction of every enlightened State, saving England alone. These various causes have prevented its adoption, and the results are apparent in the great excess of persons in that country who are unable to read or write.

In our own country it has been adopted by nearly all the States. In the cities of New York and Philadelphia, the results are the largest. In the former city about 75,000 children daily attend the common schools, at an annual expense of nearly \$1,000,000, and are enjoying the advantages of such an education as we find it impossible to procure under any other system. During the last spring, a committee from the Charleston free schools spent about six

weeks in visiting the schools in New York and Philadelphia. We were freely admitted into all of them, and took pains to observe as well those parts of the city occupied chiefly by the lower classes as those occupied by the better. We were of course not expected at any, so that what we saw was the daily routine of the system.

If I were to say in general terms that we were not only gratified but surprised at the grade of education which we found, it would express my own opinion, but it would not convey to you, Mr. Speaker, and to the House, a knowledge sufficiently precise to enable you to form your own opinion. I will, therefore, at the risk of being tedious, mention a single instance as a fair specimen of what we saw. In the class room into which we happened to go, was a class of boys, working sums in Algebra, upon equations with three unknown quantities. At the request of the teacher, I selected one of the more difficult sums, and each boy slate in hand, set about his work, and as soon as each finished, he called out, "done." This was accomplished in less time than my narrative, and the slates were handed to me. To my great satisfaction, and I may add surprise, the sum was done in every variety of form which it was capable. Some eliminated by subtraction or addition—some by substitution—some by comparison or combination. Nothing could more satisfactorily prove that the pupils understood what they were about—they were thoroughly trained. Even those who failed to give the right answer showed that they understood the principles—for *every one* in the class worked out the sum, and then one boy taken indiscriminately from among them was required to explain the work on the black-board. In the same manner another class worked out with equal dispatch in our presence the hardest sums in the Calculus of Radicals, and what I would particularly notice is, that each and every pupil was equally active and diligent, though not equally prompt or successful in the solution; a fact which indicated thorough training and the effect of the system in educating the faculties of the pupils. The schools varied in number from 1,500 to 400 or 500, and among all these numbers, during the long and frequent visits which we made, we never saw a single exhibition of corporal punishment, nor did we perceive an instance of disorder or disobedience which called for it.

Now let it be borne in mind that this is only *elementary* education at the common schools. For, according to the New York system, there is above the common schools a free academy, in which the classics and a higher grade of English education are taught at the public expense. So that the common schools take the classes of pupils which are taught at our free schools, and they are enabled to effect these results chiefly by the instrumentality of female teach-

ers. There are about eight hundred of these attached to the common schools in New York. They are generally young girls from the middle walks of life. For five days of the week they are engaged in teaching, and on Saturday they attend a Normal school, where they are taught themselves, for the great difficulty every where is to procure competent teachers. There is an agency however, which heretofore has been lost to us, but which is most happily brought to aid this great work. Its results are most happy, both upon the pupils and teachers.

1. The first great advantage, then, which this system of common schools offers, is a grade of education wholly unattainable at our poorest schools, and at a price less than one half of the amount paid at ordinary schools. The cost of education at our private schools in Charleston is very large; but I presume taking the average of the whole State it cannot be less than \$50 per annum. Even our free schools, if taken at an average per head of pupils going to school for an entire year, cost over \$11 per pupil. The expenses of the whole system in New York, including books and stationery, is about \$12 per pupil, and in Philadelphia it is less than \$10. In Charleston, where the experiment of a common school is new, and therefore more expensive, the expense is less than \$12 per pupil. Of course numbers assist in reducing the expense per head; but a result proportionally beneficial will be felt, wherever there is population sufficient to make a school by the union of the rich and poor.

2. The next advantage to be derived from the common school system is the elevation of the free schools, and the extension towards them of the superintending interest and sympathy of the community. So soon as the pupils of these schools perceive that they are treated with the like consideration as pupils from other classes of society, the school becomes to them more desirable. An association with the pupils of more favored parents raises their self-respect, and with that, their desire to stand well in the estimation of their associates. The school itself no longer remains neglected by the community,—each parent whose child is there begins to make inquiry into its condition. The commissioners and trustees are stimulated to discharge their duties. The teacher is roused up to energy. He finds that his pupils remain longer at school, and there is now a high class which calls forth all his powers and offers a fitting reward to his exertions. The whole scene is changed. Zeal and generous emulation have taken the place of languor, and the cause of education is once more in progress.

3. The association between the different classes of society in the school fits them better for that association which is called for by our institutions later in life. A boy, sur-

rounded by all the appliances of wealth, and accustomed to the submission and obedience of domestics, is naturally led to an arrogant bearing. On the other hand, the privations to which the poor are subject frequently produce envyings and jealousy of their more fortunate neighbors. Association modifies both these extremes, and the kindly feelings produced by early friendships tend to unite more closely the different portions of society. The boys who meet at school learn to value each other solely on the grounds of talent and character. External differences are disregarded, and merit alone becomes the standard of excellence.

4. It is a singular inconsistency in our present system, that those who furnish the means are practically excluded from the benefits of the school. The tax-payers are obliged first to provide the funds which support the free schools, and then they must provide other schools for their own children. In general, the most valuable portions of society are those who are dependent upon their own exertions, and many of these are more deserving of aid than those who are willing to make an avowal of pauperism. Under the present system, all of these are practically excluded from the schools, and are doubly burthened, as already stated. The common school equalizes these inequalities. It admits the whole community to a common enjoyment of the means of education,—it returns to the tax-payer his share of those means which he has assisted in providing, and makes what was before regarded as a burthen now sit lightly upon the shoulders of the whole community.

5. The inquiry here naturally arises, by what means it is that such an education is provided as will satisfy the whole community, and that, too, at a diminished cost. We answer, that it is effected by bringing together the united strength of the community, and thus combining all the aids and conveniences which are found beneficial to education. A private school, however effective, cannot afford to lay out the money required for a large school and its conveniences. And then a single teacher cannot find sufficient time for teaching properly a large number of pupils. Take one of our present free schools, where a teacher has some fifty or sixty pupils. Probably one-half of these must be taught separately the rudiments of reading and spelling. From nine to two o'clock there are five hours, of which one is probably consumed by recreation and interruptions. The remaining four give him two hundred and forty minutes, or about four minutes to each pupil. Under such circumstances, the best and most willing teacher can effect little.

But when you locate the pupils in a miserable room, scarcely protecting them from the weather, cold and comfortless, the benches suspending the unfortunate pupils with their feet dangling in the air, and the desks (if any) rickety,

ill-assorted, and in every possible position,—the school-master obliged to keep order at the top of his voice, and with the continual aid of what should be the *ultima ratio*, it is not surprising that the system should fail entirely.

The common school system starts with locating the school in a proper building, furnished in such a manner as to show the pupils that education is regarded as a great interest by the State. The pupils are then thoroughly classified according to their attainments. Each class is then taught in a separate room, by a separate teacher, without interrupting or being interrupted; and, by this means, a single teacher is just as effective for fifty pupils as he could be for ten. The best teachers are thus enabled to devote their whole time to the more advanced pupils, and the inferior pupils can be taught by teachers of inferior attainments; and this leads to the consideration—

6. Of the next advantage offered by the common school system, which is the employment it affords to young ladies as teachers. Experience has shown that females are eminently qualified for this employment. Their higher moral nature, their more refined taste, their greater sympathy and patience, make them more successful teachers of the young than men. With all these high qualifications, they have hitherto been excluded in a great degree from this honorable mode of acquiring a support. The absence of motive to intellectual culture has rendered them less careful in seeking proper education, and has also lessened the inducement both to parents and teachers for providing proper female schools. This error has been exposed everywhere by the common school system, and it has the great merit at one and the same time to offer this new employment to intelligent and deserving females, and to prepare them for the work.

And now, Mr. Speaker, having thus fully developed the advantages of the common school system, I will next proceed to answer some of the objections which have been urged against it.

1. The most formidable of these is the injury which it is supposed will be suffered by the higher classes of society by being brought in contact with the lower. Unfortunately for mankind, neither class nor refinement can exclude vice; and it is only necessary for each of us to recall his school days, and we can have the benefit of our own experience as to the force of this objection. Who were the swearers and blasphemers, and whose mouths uttered the language of contamination? These are the questions which are to be answered, not by reasoning, but by testimony, and the objection is of the same character. It is only to be dealt with as a fact. Is it true that the mixture of classes operates to contaminate the higher? We have before us the

experience of Europe and America—let that decide the question.

During my examinations of the schools at the North, I made many inquiries on this point. I inquired of the teachers as to the social conditions of the pupils before me, particularly of the girls. I found them sitting on the same benches from the opposite ends of society—the daughter of the merchant and alderman sitting alongside of the mechanic and Irish laborer. I am not aware that any of the *soi disant* fashionables were represented, but certainly the rest of the social circle was fully represented, and to all my inquiries the teachers and trustees of the schools answered that no evil result had ever been observed. In fact, the time of the pupils is so completely occupied with their studies, that there is no opportunity for the development of evil companionship. The intervals of recreation are very short, and each pupil is so fully under the observation of her companions and of some teacher assigned to superintend the play ground, that an evil communication would be promptly exposed and be followed by immediate dismissal from the school.

The experience of the European schools seems to be equally conclusive. Some years ago a distinguished scholar from Oxford, now known as Sir James Kay Shuttleworth, was sent to the continent to make a report as to the continental school systems. Upon his return he published a work, from which the following passages are extracted:

“The education given in all the public schools of Prussia is gratuitous, and open to all classes of society. All the children of the small shop keeper and artizans, many of the boys who afterwards enter the teacher’s colleges, as well as many others whose parents are to be found in the very humblest walks of life, and even children of the noblest and of the richest classes of society are to be found pursuing their studies together there in the same class rooms and on the same benches. The sons of counts, physicians, clergymen, shop-keepers and poor laborers, may be seen working together in one of these classes. The classical colleges, called Gymnasias, are also open gratuitously to all who wish to avail themselves of the education which they afford. Even in these, children of poor laborers are to be found studying on the same benches on which sit the sons of the rich.

“I do not hesitate to say, (continues the author in another place,) that at the period of my visit to Prussia, I had never before seen so polite and civilized and seemingly intelligent a peasantry as that of Prussia. Were a stranger introduced into some of the lowest schools, I am quite convinced he would not believe he saw peasants’ children before him. They are generally so clean and neatly dressed, and

their manners are always so good, that I was several times obliged to ask the teachers if I really saw the children of the poor before me. The appearance of the girls was particularly gratifying. Their dress was so respectable, their manners so good, their way of dressing their hair showed so much taste, and their cleanliness was so great, that no one who had not been informed before hand to what class they belonged, would have believed them to be children of the poorest of the people. The lowest orders of Germany are so much more refined than our poor that the children of the rich very often attend the primary schools, while the children of trades-people and the middle classes almost invariably do so. The richer parents know that their children will not come into contact with any coarseness. This mingling of the children of the higher and lower classes tends to civilize the peasantry still more, and to produce a kindly feeling between the different ranks of society."

If, then, in a country where its institutions call for an entire separation of classes when they advance in life—where refinement of manners is an indication of position in social life, this contact in the common school, produces no ill effect, how can it possibly be injurious in a country like ours, whose institutions are based upon a principle of social equality? If an English gentleman, with all the prejudices inherent to a condition of society such as an Englishman proverbially prefers, could find nothing to censure in all that he saw throughout the common schools of Europe, how is it possible that Americans could find just ground of exception on this score?

If the observation of a mere traveler could influence your judgment as to the effects of this kind of intercourse between the classes of society, I would merely add the impression produced on my own mind in a casual visit to a part of Prussia. I happened to be in Cologne when a considerable force was stationed there by the Prussian Government, in anticipation of difficulties growing out of the Eastern war in 1854. The soldiers were almost entirely young men, and when released from drill, their appearance and demeanor struck me as so much above their position as common soldiers, that I was led daily to pause on the bridge of boats over the Rhine, where many of them were continually passing, and observe their conversation and behavior. They constantly reminded me of the Seniors in our college, and I could not realize that they were common soldiers, taken from the lower classes of society. I was informed that in a corps numbering 10,000 there was not one who was unable to read or write.

2. The next objection which is urged against the common school system is the injury it will inflict upon private schools. Unquestionably it will extinguish all inferior pri-

vate schools. But that can only be done through the preference of parents; and that preference will be induced by superiority, and surely it cannot be considered an objection that the children are transferred to better schools. The private schools must necessarily improve in order to exist at all, and that improvement will, itself, be a public benefit. They will confine themselves to the higher branches of education. Up to a certain point the common school will bring the whole community. But beyond that the higher grades of education, required by professional and scientific pursuits, must still be pursued; and these will furnish ample employment to private schools, until the time shall come in which the State may feel disposed to take into her keeping both the teacher and his higher school.

In this connection, it is important to state that in New York it has been found advantageous to teach the boys a complete course of English before they commence their classical studies. I had the opportunity of examining a class at the Free Academy, who had been but seven months at Latin, and they were then translating Cæsar with more ease and accuracy than boys under our system who had been for three years at the classics. They were, it is true, more advanced in age, but then they had made a corresponding advance in all the English departments. If we were permitted to draw conclusions from this amount of information, it would lead to the important fact that the whole community, including all those intended for complete classical education, would derive equal benefit from the common schools. And to make the system of education a complete whole, it would only be necessary to interpose high schools, or a high class between the common schools and the college, and every portion of society would receive the equal benefits of public education without preference or conflict.

Having thus, Mr. Speaker, developed the common school system, I proceed to lay before the House the plan by which the bill on your table proposes to carry it into execution. It starts with being entirely voluntary. Any district which prefers the existing system, is free to stand still and receive just the same appropriation which it now receives. But in any district, where it is desired to introduce a common school, the Commissioners of Free Schools for the district are authorized to lay off any particular town, village or neighborhood into a school district. This district is then first to build a proper school house and to furnish it in the most approved manner suitable to its wants. One half of the expense of the school house is to be paid by the State from the Treasury, and the other half by assessment on the general tax of the persons residing within the school district as laid off.

After the school house is built and furnished, all the chil-

dren residing in that particular school district, between the ages of seven and seventeen years, are free to attend the school; and the expense of their education is to be paid in equal portions by assessment upon the general tax of the persons residing in the school district, and by the State Treasury, limiting the amount from the State to five dollars, the amount which this particular district is now entitled to receive from the general appropriation for free schools. The commissioners of free schools for the district are to have the charge of all the schools, unless any particular district should prefer to have trustees of its own, in which case an election is to be had for trustees, and these are then to have charge of the school.

These are the general features of the plan; from which it will be perceived that it interferes in no manner with the existing system, in those portions of the State which deem it expedient to adopt the plan. For even districts where the village at the Court House, or any other neighborhood, may be disposed to try the plan, the rest of the district undergoes no change or disturbance, and receives precisely the same amount of money which it now receives. The only difference produced as to them is the small portion of the general payment from the State Treasury contributed by them for the establishment and support of the new school.

The compensation for this contribution is to be found in the general advantage to the whole State of which they are a part, by the promotion of education; and in the particular advantage to their own district in having one or more schools within the same, at which teachers will be trained at home, and which operate as centres of light and improvement to all around. The wealth of a State is as much contained in its material as in its physical resources. We freely vote millions upon Railroads, canals, and river navigation for the purpose of developing the natural resources of the State; are not the resources shut up in the mind of her citizens of still more value? Of what use were all the treasures of mineral wealth shut up in the soil of England, when they were trod upon by the Dane and the Saxon? And what would become of the millions upon millions of wealth with which these United States are teeming, if the country were again restored to the uneducated savage? The very engines that now in the view of this House are setting, with the precision of living intelligence, the masses of stone which are rearing our new State House, bow as it were in homage to the educated science which erected them and guides their movements, and will any citizen of our State—any representative of our people—occupy the suicidal position of voting for the machinery and refuse to bring forward the mind which is to direct and give it efficiency?

The very earth on which he lives would speak out his condemnation. For what is the whole material universe, but a vast theatre prepared by the Almighty for the use and development of mind?

I am not aware that any system can be devised which can completely answer the exigencies of a populous and of thinly settled neighborhood. But if a plan is adapted to the wants of one, why should not the other permit them to have its benefits? If a good school can be established at each Court House, surely the district incidentally gains a great deal more than it loses by the slight addition to taxes. It is not likely that the districts will simultaneously adopt the new system. It will probably take as much as ten years to establish it all over the State. But suppose each district should at once undertake to act. The bill authorizes in the whole a draft of twenty-five per cent. per annum on the general tax for the support of schools, which would amount to about \$100,000. But against this is to be credited the \$74,000 now already appropriated. So that the whole annual burden added would only be \$26,000. To this must be added the amount allowed for school houses, which, at the same rate upon the general tax, would be in all about \$100,000 distributed over the series of years during which the school houses would be erected.

The amount assessed in the district upon tax payers would be in most cases a substitute for tuition money now paid to promote schools, and would probably be far less. So that instead of the amounts paid being a burden upon the community, they would be rather an adequate return for the benefits conferred.

And, why, Mr. Speaker, should it be assumed that our people are less willing than others to contribute to the cause of education? They have cheerfully sustained the South Carolina College for half a century; they have doubled, without a murmur, the free school appropriation. We have seen that wherever this system has been tried it has succeeded, and the people have cordially responded with the additional sums required for its support. I have already shown you what our next neighbor, North Carolina, has done, what our distant ally, Canada, is doing, what the great cities, New York and Philadelphia, are doing, and, in conclusion will add, what our own metropolis, Charleston, is doing. There we have built at our own expense a school house, and have commenced the system which is proposed by this bill. The building and lot have cost about \$25,000, and can accommodate eight hundred pupils. The first story is occupied as a primary school for children under nine years of age. In the second story is a grammar school for girls, and in the third story a grammar school for boys, in both of which are offered a complete English

education. The lot and house are so arranged as completely to separate the boys from the girls; the object of their union in the same building being economy in school room, and in having the same principal teacher over the whole. In each department there are class rooms which enable each to be subdivided in five or six classes, and thus to procure the classification and order which is so essential to progress. Although many disadvantages have attended the commencement of this, as of every new enterprise, there are now 760 pupils in the school, and the progress made by them is such already, as to secure to the school the approbation of the community.

We have, therefore, the advantage of being able to present to the Legislature the system in actual operation. We are anxious that the benefits which we enjoy should be extended over the whole State. Although these benefits will be felt more abundantly in the towns and villages, yet we are satisfied they will also be felt in a great degree throughout the country wherever the principle is introduced of uniting the rich and poor in the same schools. The masses of society are everywhere the middling classes, and where liberal education is afforded to these it is in fact raising the condition and knowledge of the whole State.

Mr. Speaker, I have done—my task is accomplished. I have set before the country, as I think, a great public good—I have endeavored to develop it with the best lights I can command. This House has given, as it always does to noble and patriotic plans, its patient and earnest attention; and I well know that if its judgment is satisfied, it will not stop short of decisive and energetic action. To that judgment I submit the whole subject, earnestly imploring the Fountain of all Wisdom to guide us to the true welfare of our beloved country.

SCHEDULE OF SYSTEM SUGGESTED BY DR. CHURCH.

Take the northwest corner of Muscogee, and run a line due east, striking the Savannah River not far from the mouth of Black Creek. The area of the portion south of this line is about 27,000 square miles.

Its white population in 1850 was 110,000; its children from five to fifteen was 33,000. If the ratio of increasing population shall be the same from 1850 to 1860 as from 1840 to 1850, the white population of the whole State in 1860 will be about..... 660,000

And the children from five to fifteen..... 185,000

The white population south of the line above described will be about..... 150,000

And the children from five to fifteen.....	42,000
Making the school districts each six miles square, the 27,000 square miles would give districts.	750
Divide the 42,000 children by 750, would give to each district an average of children.....	56
Supposing one teacher to have three months for each district; each teacher could teach four dis- tricts, and the 750 districts would require 187 teachers; and, at \$250 per annum, cost.....	\$46,000
If we take the whole State, there will be children, 187,000	
To each district give children.....	60
Supposing only three-fourths to attend school, This will give districts.....	3,116
If each teacher has four districts, it will require teachers.....	779

The cost of teaching will of course be in proportion to salary. I believe that in a short time \$200 will be considered ample salary in schools where only elementary branches are taught. School houses, by proper management, could be furnished almost entirely by the labor of the citizens of the district, with scarcely any outlay of cash.

THE BILL OF 1860.

A BILL to be entitled An Act to create and establish a Commissioner of Public Schools, to define the duties, and provide for the appointment of the same.

Sec. 1. *Be it enacted, by the Senate and House of Representatives of the State of Georgia, in General Assembly met, and it is hereby enacted by the authority of the same,* That for the arrangement, supervision and improvement of such schools as may be supported in any manner out of appropriations from the Treasury of the State, or out of taxes specially levied upon the counties for the purpose of education, the Governor shall appoint an officer to be called a Commissioner of Public Schools, who shall hold his office for two years, and until his successor is appointed, and who shall receive from the Treasury of the State, as a compensation for his services, the sum of three thousand dollars a year, payable quarterly. That the Commissioner is authorized, and it is hereby made his duty, for the first two years of his incumbency, to visit, as far as practicable, the various sections of the State, in such order as he may deem expedient, and investigate their wants in the matter of education, and digest the same for the information and action of the next Legislature.

Sec. 2. *And be it further enacted, by the authority aforesaid,*

That in the preparation of this digest it shall be the duty of the Commissioner of Public Schools to ascertain if any one plan can be made available for the entire State, and if not, to group and classify the counties of the State under various schedules, according to their respective wants, and to suggest the plans of education best adapted to each of these schedules, as well as the most suitable county organizations for carrying said plans into effect. And it shall be among the first duties performed by this Commissioner, by correspondence and such other communication with teachers as he can effect, to accomplish, as far as practicable, uniformity in the books used in the schools and academies of this State, with a view to cheapening the price of such books by the purchase from any one or more publishing house of the larger quantity. The Commissioner shall have the same authorities and duties for the collecting statistics from the counties as are now conferred upon the Governor by the Act of December 11th, 1858.

Sec. 3. *And be it further enacted, by the authority aforesaid,* That it shall be the duty of the Commissioner of Public Schools, during the progress of this investigation, to diffuse as widely as possible, by public addresses, a knowledge of the defects and desirable improvements in the present system and government of schools in this State, and to arouse the people to a sense of the importance of a more efficient diffusion of education throughout the State.

Sec. 4. *And, be it further enacted, by the authority aforesaid,* That it shall furthermore be the duty of the Commissioner of Public Schools to report upon the propriety and expediency of establishing one or more thoroughly organized Normal Schools in this State, where teachers and such as propose to teach may become acquainted with the most approved systems and successful methods of arranging the studies and conducting the discipline and instruction of public schools.

Sec. 5. *And be it further enacted,* That when money hereafter shall be drawn from the Treasury in favor of any Ordinary or Treasurer of any county, the Board of Commissioners for said county may apportion the said fund among the militia districts or school districts, in proportion to the number of children in each, and such apportioned fund shall be held by the county Ordinary or Treasurer for the use of the district to which it is set apart, and if there shall be no school kept in any district, the Treasurer shall hold the same for two years as the separate fund of said district, lending the same upon such security as shall be approved by the Board of Commissioners for the county, and the notes upon which it is loaned shall in all cases specify that such notes are to bear interest from date, if not punctually paid at the rate of ten per cent., and there shall also be

specified in such notes an obligation that the maker and his securities shall pay all court and attorneys' costs incurred in its collection. If at the end of two years from the receipt of said fund into the county treasury, there shall be no school kept in any one or more of the several districts of the county, that then such fund reserved for any particular district shall be apportioned among those districts having schools, and in no case whatever shall said fund be paid to and held by district treasurers. And provided, further, that this act shall not interfere with such counties as by special act have adopted for themselves any plan or system for the application of the school fund as may be incompatible herewith, nor shall the same by any means apply, in any of its terms, to the county of Madison.

Sec. 6. *And be it further enacted*, That any Treasurer or Ordinary who shall embezzle the funds committed to his keeping under this act, or who shall fail to make satisfactory settlement when called on by the County Commissioners, shall be deemed guilty of felony, and, upon conviction, shall be punished with imprisonment in the Penitentiary for not less than two nor more than ten years.

Sec. 7. *And be it further enacted*, That no part or portion of the funds appropriated for school purposes, shall in any instance be paid to any person who may have been born in a non-slaveholding State, unless such person shall have been a resident of this State, or some other slaveholding State, for five years prior to the time of payment; provided nothing in this act shall be so construed as to apply to persons who may now be engaged in teaching within this State.

Sec. 8. *Be it further enacted*, That the County Commissioners shall make annual returns of the distribution of the county fund, what portion of the fund has been paid to tuition, and what portion has been loaned out, and what portion has been lost or failed to be paid over when called for as provided by law.

Sec. 9. *And be it further enacted*, That no part or portion of the funds appropriated for school purposes shall be paid to any teacher or teachers who shall use any primary school books in their schools whose authors or publishers are or were, at the time of publication, a resident or citizen of the non-slaveholding States, of which the School Commissioners of each county shall be the judges; provided that the provisions of this section shall not go into operation until the first day of January, 1863.

Sec. 10. *And be it further enacted*, That all laws and parts of laws militating against this act be, and the same are, hereby repealed.

[APPENDIX G.]

THE EXPRESSION

OF

EXECUTIVE MESSAGES ON EDUCATION.

—OO—

[*Extract from Gov. Lumpkin's Message of 1835.*]

I would respectfully recommend to the General Assembly, their liberal support and fostering care of our State University. Franklin College is based upon the constitution of the State, and should continue to be considered the foundation of the literary hope and pride of the people of Georgia. Its rising prosperity and utility, are every year more clearly developed in the various avocations of life throughout the State. This important institution is emphatically the people's. It is under the control of no religious sect, or political party: therefore, the liberal of every religious denomination, and every party in politics, are invited and admonished to its support, by every consideration of enlightened patriotism. I view the voluntary efforts of individuals and societies, to establish literary institutions, with entire approbation; and would recommend the protection of all their rights and privileges, to the favorable consideration of the Legislature. But I am not prepared to admit the opinion, which prevails to some considerable extent, and which is probably gaining ground in our community, that literary institutions are productive of the greatest good, when under the exclusive and undivided control and management of a religious sect or denomination. In a free government, where liberty is regulated by law, and where religion is regulated by the enlightened consciences of men, unshackled by religious establishments, the important subject of college education forces itself upon the consideration of the whole community, and should never be surrendered by the agents who administer such a government, to the safe keeping of any sect or party.

I consider it a matter of growing importance to the University of Georgia, that its library should be greatly extended and enlarged. In such institutions, it is a very desirable object, that the student, who is in pursuit of profound knowledge in any branch of science or literature, in all the

vast range of human intellect, should have ready access to all those treasures of knowledge and information, which have been arranged and compiled in the form of books, by the arduous labours of preceding ages. Our present college library is exceedingly limited, when compared with the collections of similar institutions of high grade and standing. We are particularly deficient in works relating to the early history of our own country—such as should be found in every college library in America. From the best information which I have been able to obtain, many of the most valuable and rare works, connected with the history of our own country, are now nearly out of print, and can only be obtained in England by diligence and research.

If one of the prominent officers of our college could be permitted to visit London, for the purpose of purchasing, and making arrangements for the purchase of such books as might be considered most useful to the college—and more particularly, for the purpose of procuring the colonial records, and other information necessary to a complete history of our own State—the object is believed to be of sufficient magnitude and interest to the people of Georgia, to justify the Legislature in making the necessary appropriation to defray the incidental expenses.

The important subjects of public education, internal improvement, banking institutions, and other leading interests of society, will continue to claim, and I trust will continue to receive, the most deliberate consideration of the General Assembly. My views and special recommendations upon these various branches of public interest, have been so fully and repeatedly pressed upon the attention of the Legislature, that I have not, on the present occasion, deemed it necessary or expedient, to consume much of your time with a view of further impressing my well known and unchanged opinions upon these several subjects.

[*Extract from Gov. Schley's Message of 1837.*]

✓ The great cause of Education deserves your fostering care. About forty thousand dollars are now annually distributed to the counties, and constitute what are denominated “the Academic and Poor School Funds.” This system is believed to be radically defective. There should be no such designations as “Academic” and “Poor School,” because they are invidious and insulting. Poverty, though a great inconvenience, is no crime, and it is highly improper, whilst you offer to aid the cause of education, to say to a portion of the people, “you are poor.” Thousands of freemen who, though indigent, are honest, patriotic and valuable citizens,

will refuse your bounty and despise the hand that offers it, because it is accompanied with insult.

These funds should be consolidated under the title of "Education Fund," and applied to the uses of primary schools, teaching only the rudiments of an English education.

By a Resolution of the last session, a committee of gentlemen was appointed to visit the North for the purpose of collecting information on this subject, which may enable the General Assembly to adopt a plan better suited to effect the object in view, than that now in operation, and it is hoped they may make a satisfactory report.

None but an educated people can preserve the liberty and happiness vouchsafed to us by the blood and treasure expended by our forefathers, and therefore the Legislature should extend, as far as possible, the means of intellectual improvement to the whole mass of the community. Too much ought not to be attempted; but it is believed that a great deal of good may be done by distributing the money set apart for education, to the different counties, to be applied for the use of common schools, at which all may be taught for a portion, at least, of every year. A system of this kind is in successful operation in some of the States, and will, if adopted here, it is hoped, effect the great object of the Constitution in regard to education.

[*Extract from Gov. Gilmer's Message of 1838.*]

At no time has public opinion been more alive to the value of education, in producing individual excellence, the security of public rights, and the general prosperity of society.

The Presbyterian, Baptist, and Methodist denominations of Christians, have, by the liberal zeal with which they have endowed and are supporting the Oglethorpe University, Mercer University, Emory College, and the Georgia Female College, given the full weight of their highly important influence in favor of the benefits to be derived from intellectual cultivation, and the diffusion of knowledge. The flourishing state of these sectarian literary institutions, has not at all impeded the increasing prosperity of Franklin College, its last graduating class having been its largest.—The interest of the College is, however, suffering from the difficulty of forming a board of trustees for the management of its affairs. It is necessary either to lessen the number of trustees, or the number which is required to form a quorum for doing business.

The law passed at your last session, to establish a general

system of education by common schools, was delayed in going into operation, for the purpose of enabling the people to express their opinions, through their representatives, in relation to its expediency. You are, therefore, no doubt prepared to act in such manner upon this subject, as your constituents may have determined to be for their interest.

[*Extract from the Message of Gov. George R. Gilmer, 1839.*]

No distribution has been made during the past year of the funds appropriated by the acts of 1837 and 1838, to establish a general system of education by Common Schools. This delay has proceeded from the exhausted state of the Treasury, and the inability of the Central Bank to advance the amount, except in the bills of the Darien Bank, which the Treasurer refused to receive.

Whilst the general system of education is yet inoperative, a suitable opportunity is afforded the Legislature of again inquiring whether the means proposed to be used by it are calculated to answer the end designed. With a view to such an inquiry, it may be proper to observe, that the primary objects to be attained in establishing such a system, are generally understood to be the building of comfortable school houses, of durable materials, in every school district; the placing in them a library for the use of all the scholars, of books calculated to impress upon them religious, moral, and practical truths; and the increase of the number and qualifications of the teachers, by providing certain and sufficient public funds to effect that purpose. A very slight examination of the Acts of 1837 and 1838, will show, that these objects are not provided for at all, or very inadequately, by the proposed system. These laws direct that the trustees of the school districts shall locate and superintend the erection of suitable school houses in their respective districts; but expressly prohibit their using the school fund for that purpose; no books can be purchased except what may be necessary for the children whose parents are unable to supply them; although the State could perhaps in no way advance the cause of education more efficiently than by causing the highly improved class books which have lately been published in this country, to be placed in the hands of every child. Neither does the system provide adequate funds to procure the necessary supply of qualified teachers. The academic and poor school funds, and the interest derived from one-third of the surplus revenue received from the United States, make up the entire sum appropriated for the support of the general system of education, and may be considered equal to sixty thousand dollars per annum.

The law intends that this sum shall be so expended as to extend the advantages of education equally to all the children of the State. The extent of the State is equal to sixty thousand square miles, so that if there should be a school house in each sixteen square miles, as there must be to bring a school-house within reach of all the children, the whole sum applicable to the payment of the teachers of each school, will be sixteen dollars, including in that sum what may be necessary for purchasing books and stationery for the poor children.

Another view may perhaps present the subject in a yet clearer light. The whole number of children between the ages of five and fifteen, being those who are entitled to the benefits of the system, exceed one hundred and six thousand. An equal expenditure of the sixty thousand dollars among them, will allow somewhat more than fifty cents to be applied to the education of each child.—When, therefore, from this sum of fifty cents for each scholar, or sixteen dollars for each school is deducted, what may be necessary to supply the poor children with books and stationery, what may remain undrawn from the Treasury, and that which may be misapplied or not applied at all by agents, it will scarcely be necessary to estimate the sum which will remain of the sixty thousand dollars, to show its entire inadequacy to pay teachers for all the school districts, and to educate all the children in the State. It is true that the law provides that in aid of the funds which have been appropriated, the trustees of the school districts may raise money by voluntary subscriptions, and that the Inferior Courts of the counties may levy a tax. But that system is no system at all which depends upon voluntary assistance to sustain it. Its operations must be too uncertain and variable to be relied upon for any valuable purpose whatever. In addition to these defects of the system, it may be added, that the expenditure of the school funds as directed by it will be very unequal. In all the populous and wealthy districts and counties, where school houses will be erected, teachers employed, and children taught whether any aid is received from the public funds or not, the proportion of the school fund to which such counties and districts may be entitled, will be received and expended, whilst the sparsely populated and poor districts and counties, where schools are not supported at present, will receive nothing; because their proportion of the school fund will be too small to enable them to employ teachers or maintain schools. Entertaining these opinions of the inefficiency and inequality of the general system of education by common schools, I consider it my duty to recommend to the Legislature, either to amend it so as to make it what purports to be, or to abandon it altogether.

[*Extract from the Message of Gov. Charles J. McDonald, 1840*]

The system of Education through the instrumentality of Common Schools, as at present arranged, is far from answering the purpose intended by its projectors. The fund to be distributed is so small in proportion to the number of children entitled to share it under the existing laws, that none can derive any substantial benefit from it. It is impossible for the State, with its limited means, reduced as they are by the mal-appropriation of the taxes, to afford gratuitously the blessing of education to every child within her boundary. I would therefore recommend that the laws on this subject be revised, and that the children of such parents only, as are unable to educate them, be embraced within their provisions. Our political institutions being based upon an enlightened view of the rights of man, cannot be supported but by the virtue and intelligence of the people. These should be nurtured and fostered by the State, and the door of instruction should be opened to the humblest child of poverty. Every citizen, then, by proper industry and application, might acquire such a knowledge of the history of his Government, its true policy, and the tendency of its measures, as would enable him to detect the machinations of the corrupt politician, and to distinguish properly between the mad pageantry and low appeals of the demagogue, and the lofty and principle-sustained arguments of the patriot.

[*Extract from the Message of Gov. Charles J. McDonald, 1841.*]

Among the constitutional duties which you are called upon to discharge, is the promotion of the arts and sciences in one or more seminaries of learning. The university is in a flourishing condition, and from the liberal patronage of the State is enabled to afford the benefits of education to many who would otherwise be compelled to depend upon the institutions of other States, or, for the want of means to defray so heavy an expense, abandon the pursuit of knowledge. The first thing to be regarded in a republic, is the virtue of the people; the second, their intelligence; both are essential to the maintenance of our free institutions: the first inspires them with a disposition to do right, the second arms them with power to resist wrong. The precepts of morality are mingled with the lessons of literary instruction, in almost every system of modern education; and he who attains a high degree of mental improvement cannot fail to be impressed with those lofty sentiments of right which tend to social happiness.

The sum now distributable among the several counties as a poor school fund, is twenty-one thousand and eighty-nine dollars and sixty-four cents; an amount so inconsiderable, I regret to say, as to afford them but little means of defraying the expenses of the education of those for whom it was intended. But for engagements that may have been made with teachers for the present year, dependent on the funds expected from the State, I would recommend its being retained until another dividend shall arise upon the stock applicable to this object, which will be in April next.

✓ [Extract from the Message of Gov. Charles J. McDonald, 1842.]

After the repeal of the annual appropriation of six thousand dollars for the support of the University, the Trustees found it necessary to diminish the number of professorships, as well as to reduce the salaries of the members of the Faculty, who were retained. Organized as it is, with the same able President at its head, it promises as much usefulness, as, under its adverse circumstances, could be expected from it. So well aware were the wise framers of the Constitution, that the strength of a Republic depends upon the intelligence of the people, that they were careful to lay it down as a fundamental principle of the government, that the arts and sciences should be promoted, in one or more seminaries of learning. It is a historical truth, that human rights have been more boldly asserted and daringly maintained in those countries, where the enlightenment of the public mind, has enabled the people to understand them best. All improvements in society and government, and in the condition of a people, depend, more or less, on the degree of general intelligence that prevails. It is the duty of every State, therefore, whose government is based upon an acknowledgement of an equality of human rights, to encourage and foster some public institution of learning, at which the most finished education can be obtained. Otherwise, the wealthy, who alone can sustain the heavy expense attendant upon the foreign education of children, will be able to afford their sons a thorough knowledge of the profounder sciences, and place within their reach the rich treasures of polite and elegant literature. It is that numerous class of our citizens, of moderate property, who, not being able to send their children abroad, could encounter the expense of an education within our limits, that are to be benefited by a State institution. Every consideration of policy and justice, then, recommends to you a renewal of the liberal patronage which so long sustained our University.

The efforts heretofore made to confer the benefits of education upon all, through the instrumentality of common and poor schools, have not been attended with the success that was hoped for. The great abuse to which the system is subject, affords conclusive evidence that it is radically defective. In many places the fund set apart and distributed for this object, has been grossly misapplied, and its intended beneficiaries have received no aid from it. Indeed, so small a sum is now subject to distribution, that if it were equally divided among the children entitled to it under the law, and it should be distributed in no other manner, it would not be sufficient to purchase the books and stationery necessary for their use. At the last apportionment, the sum of seventy cents only was assigned to each child, and there must be even a farther reduction at the next. This is trifling with the subject of education, and wasting the public revenue to no purpose. I would therefore earnestly recommend a thorough and radical change of the system, and advise that as soon as the condition of the treasury will justify it, a seminary for the education of the poor exclusively, be established, in a section of the State, eligible on account of its health, and the cheapness of provisions, where it could be sustained at the least possible expense. Each county should be entitled to send to it an equal number of its poor children, the whole amounting to such number as can be supported and educated, annually, by the fund set apart for the purpose. The children thus receiving the benefits of education, at the hands of the State, should be required, under a penalty, and an obligation, to which you have the power to confer on them the legal capacity to bind themselves, to return to their respective counties, and, as a compensation to the public, teach poor children gratuitously, for such term of time as might be reasonable and just. Their counties should be required to board and clothe them for the time, provided the tuition money for the children of persons able to pay for their education, should not be sufficient for the purpose. A system of this sort, could not fail to become extensively useful, and the funds now wasted in the fruitless attempt, under a different plan, to accomplish the same great object, ought to be carefully husbanded to carry it into effect.

[*Extract from the Message of Gov. Chas. J. McDonald, 1843.*]

The inability of institutions of learning, which depend on the meagre means to be derived from private liberality for their endowment, to afford thorough scientific education, manifests both the wisdom of that provision in the Consti-

tution which imposes on you the obligation to provide for the promotion of the arts and sciences, and the necessity that that patriotic duty should be faithfully executed. I commend to your liberal patronage the institution which is peculiarly the State's, and that it be placed in a condition to enable every Georgian to find at home all the facilities for mental culture that are to be had in sister States of the Union.

For my views in regard to a system of education for the poor, I refer you to the full communication on that subject placed before the last Legislature. Reflection has confirmed the opinions then expressed. One hundred young men, annually discharged with a good education, and who would generally engage in the business of school keeping, would produce an impression on society that would soon be seen in the moral and intellectual improvement of the people. Such men, adding experimental and practical knowledge to that acquired from books, would become valuable accessions to our State and National Councils.

✓ [Extract from the Message of Gov. Geo. W. Crawford, 1845.]

It must be confessed that the present system of free schools has not diffused the blessings that were anticipated by its benevolent and patriotic projectors. Its failure may be mainly ascribed to the irregular aid derived from the State, the unfortunate administration of its funds, and a general popular indifference to the subject. The Poor School Fund, amounting once to half a million of dollars, is now reduced to two thousand six hundred and thirty shares of the capital stock of the Banks of the State of Georgia and Augusta. Until the last session of the Legislature, it formed a part of the capital of the Central Bank, and during two years of this period no dividend was declared and distributed for educational purposes. Moreover, it is now stated as an illustration of general indifference on this subject, that, during the past year, only fifty-three of the ninety-three counties of the State made applications at the Treasury for their allotments of the Poor School Fund, and when too the penalty for default was known to be an absolute forfeiture of claim.

The numerous acts of the Legislature, which have been as only so many innovations upon the system, have related principally to the administration of the funds in the hands of public officers, and have been frequently passed under the allegation of its actual or supposed misapplication.

As a remedy for these evils, it is respectfully proposed for your consideration that the system be changed so as to

infuse into it more of public care, by combining with it public responsibility. This end, it is thought, may be accomplished by immediately distributing the Poor School Fund among the several counties upon a basis similar to the one by which dividends are now declared—giving to the Grand Juries the approval or disapproval of the direction and application of the fund—holding each county liable for the principal amount received, and in case of loss or diminution of the same, from any cause whatsoever, the deficiency to be replaced by an extra tax levied by order of the Inferior Court, on the representation of any Grand Jury, and, in its default, then to be collected by a mandate of the Superior Court of the county.

In making distribution according to the foregoing plan, it will be necessary to make provision that as the shares of the bank stock constituting the Poor School Fund are in amounts of one hundred dollars each, fractional sums may occur which may be advanced from the Treasury without inconvenience, as an equal amount in the undistributed shares of stock would necessarily be retained, and which, when sold with the accumulating dividends, would soon reimburse the State.

It is proper that I state that this remnant of public bounty under an act for the education of the poor, passed by the last Legislature, was transferred from the Central Bank to the Treasury, where I hope it will remain untouched unless for the specific object to which it was originally dedicated. Be the dividends large or small, one desirable object will be attained,—that of certainty in a fund reliable for some amount. It will give the assurance that the plan of general education, commended to our care by every political and social consideration, is not abandoned. The amount received from the fund during the last year, and subject to distribution, was \$2,225. The estimated amount of the current year will be \$18,000.

In connection with this subject, I would respectfully refer you to the constitutional requirement in relation to the liberal and continuing endowment of one or more seminaries of learning. Its obvious purpose was to elevate as well as to diffuse learning. Both plans are constitutionally united, and, in the spirit of their original conception, should move harmoniously together. The means of a liberal education were intended to be cheap, and easily accessible to the aspiring youth who has no other fortune than his genius and perseverance—who springs up vigorously in the midst of the people, and partakes their sympathies. To-day they are his patrons—to-morrow he is their advocate. This is a part of the policy of our educational system which was planned by ancestral wisdom, and perpetuated by constitutional command.

[*Extract from the Message of Gov. Geo. W. Crawford, 1847.*]

Other considerations of equally grave import cannot fail to attract your attention in connection with the industrial pursuits of the State, and the policy if not necessity of effecting some modifications in them. The great defect is the want of diversity in our labor. It has been concentrated on the rearing of one great staple, which, with the contributions of other States of a like production, has, through a series of years, so accumulated in the markets of the world as scarcely to leave the planter remunerating profits. In the meantime, an exhausting system of tillage has rendered the soil less productive. Firmly convinced that the amount of labor, as now and heretofore directed in the State, is greatly disproportionate to the other industrial processes of life, and its tendency is to decline and ultimate decay, I would suggest, as a remedy, the incorporation of manufacturing companies with the most liberal charters. The grant of these cannot injuriously affect other interests, but, on the contrary, promote them. The charters will be inducements to new investments, and, as they may divert capital and labor from other employments, especially from agriculture, to that extent the planter will be removed from a competition that has been dragging down the price of his staples.

Like all the great works of internal improvement, the plan in view contemplates that there should be joint effort and co-operation. A wise policy will awaken the incentive to action, and impose no restraint that will retard its progress or mar its success. An exemption from taxation, or the imposition of a small tax for a specified number of years, and also an exemption of the private property of the stockholder from liability for the debts of the company of which he is a member, would in my opinion conduce to the establishment of extensive manufactories, and, as a consequence, give an impulse to all the useful mechanical arts and their train of attendant blessings. Of these, in a paper like this, it can scarcely be expected that I should address you at large, except by suggesting for your consideration a comparison between those communities, however extended into States, Empires, or Kingdoms, in which the pursuits of labor are so diversified as to supply general wants, and those which are confined to the production of a few rich staples to the neglect of the common necessities of life—the general effect of that trade, in which the raw materials are returned in manufactured fabrics at increased prices, varying from two to five hundred per cent., and an impartial examination of the natural advantages in motive power, climate, and a home market.

Nor will this subject, in relation to the exemption of the

private property of the corporator, be dismissed without adverting to the probable effect of such policy. It will be an invitation to foreign and domestic capitalists to invest in manufacturing companies, and so far from inducing an abuse of it, will operate as a restraint on credit. Unlike the bills of a bank, which pass by delivery, and for the time being constitute the holders thereof the creditors of the bank, the contracts of manufacturing companies are usually special and restricted to the original parties. The prudence of the creditor, in such instances, generally guards him against injury or loss. As an equivalent for this privilege, I recommend that each incorporated company be required, under a specific penalty, to give to each indented apprentice the opportunity of acquiring, free of expense to the apprentice, the rudiments of an English education. In this aspect, the plan is fraught with philanthropy. Our educational system is in some respects deficient, by reason of the sparseness of population, and the distance of the pupils from places of instruction. By the proposed scheme, classes will be assembled, and the facilities of mental improvement be afforded without public aid. At the same time, the apprentices will be accustomed to habits of industry, so that on reaching the end of their apprenticeship they may go forth furnished with the means of success in life. It is this combination of mental culture and habits of bodily labor which has produced the most energetic and successful men of the modern age. Socially, it is worthy of trial, if experience may be presumed to teach the same lessons everywhere—individually it teems with promised blessings, as it disarms poverty of want, and rescues ignorance from folly. The objection that the population of manufacturing districts in other countries is usually dwarfish and dependant, cannot be supposed to exist with us, unless we overlook the proofs of experience in other States. The people of the Eastern States, in which the mechanical arts mostly flourish, are carrying their pursuits into, and impressing in some degree their opinions on every part of the Union. So far then from creating a class of dependants, the reverse may be affirmed to be true. What condition of life, however humble, has not furnished its quota of men who have illustrated that neither ignorance nor poverty can repress the successful aspirations for wealth or honor? The genius of our institutions forbids that man should be a dependant, when tempted or trained to exercise his body and mind. A wise forecast, partaking of the general freedom with which we are surrounded, should apply the incentive to both.

[*Extract from the Message of Gov. G. W. Towns, 1851.*]

Under a Joint Resolution of the last General Assembly, as also the preceding one, it was made my duty to appoint a Committee to inquire into the state of Education in Georgia, to report to the next Legislature on the present Poor School laws, to recommend any alteration in the same, that might to them, seem advisable, or to suggest a plan for general education, if conceived by them expedient, accompanied with a Bill for carrying out the same. Under the first Resolution, adopted in 1847, the Hon. A. H. Chappell, Bishop Elliott, and Dr. Leonidas B. Mercer, were appointed a Committee. They failed, however, to report to the last Legislature.

It is proper I should also state, that a part of the Committee, as came to my knowledge, bestowed considerable labor in collecting materials preparatory to the Report. A regret was felt, and by none more than myself, that a report from these gentlemen, so favorably and generally known, was not made. The last Legislature substantially adopted the Resolution of the preceding one, containing the same highly objectionable feature, requiring me to appoint a Committee to prepare a report upon this subject to the Legislature. "provided the same could be done without cost to the State, or cost upon the School fund."

During the early part of the last year, an opportunity was offered for consultation with an eminent citizen, who from education, pursuits and practical experience, was well informed of the wants of the country in reference to the subject, and who kindly assured me of his willingness to serve the public in this respect, if, upon reflection, he should become satisfied that he could do so with satisfaction to himself, or with benefit to others. Within the last forty days, the Rev. George F. Pierce, the gentleman referred to, through a friend, notified me of his readiness to engage in this arduous duty. Dr. Talmage, President of the Oglethorpe University, and Dr. L. B. Mercer, of Lee, were associated with him, from each of whom, the gratifying assurance has been received, of their ready co-operation. From the Report of this Committee, which may be expected at an early day, valuable information and suggestions, deserving the consideration of the Legislature, may be confidently anticipated.

I consider, from the high character, literary attainments, the zeal, and general knowledge of the wants of the State, which these gentlemen will bring to the task of preparing a Report on the subjects embraced in the Resolution, the country has a guarantee of its ability and practical utility.

It is contemplated by the terms of the Resolution, that the report will be made directly to the Legislature, by the Committee.

Upon this important subject, of universal interest, I have, in the discussion of other questions, incidentally referred to some of the considerations that may arise in this. One or two additional suggestions only, will be offered at this time.

Judging from the demonstrations made during the past summer, in behalf of Education, it may be assumed, that a large proportion of the intelligence of the State is in favor of abolishing the present system, (if it can so be regarded,) of educating the poor, and adopting free schools common to all, in its stead. A system of common schools, I doubt not, may be established, adapted to the wants of our people; but to plant and rear so delicate a bud, and at the same time, of such incalculable importance to the future character of the State, requires the fostering hand of the Legislature.

The arguments in favor of Common Schools, to my mind, are clear and unanswerable; but obvious propriety will not allow me to notice but one or two.

Equality in the distribution of benefits by the State to its people, is a cardinal principle of Justice. When this principle is observed, you produce amity, concord and friendship; when disregarded, the consequence is heart-burnings, discontent and opposition. Success in this noble work of educating the youth of the State, and thereby preparing them, in some measure, at least, for future usefulness to themselves, their families, and their country, is the business of all classes and conditions, conjointly and harmoniously co-operating to bring about one general result.

There is in the human heart, a feeling of approbation and security in systems of education, as well as others, that are based upon equal rights; while the opposite feeling of repugnance and mistrust, springs up for that munificence that degrades the objects of its care, by odious distinctions. The poor parent may desire to see his child educated, and feel himself unable to furnish the means, but he does not wish to be pointed at as an improvident father, who, from folly or crime, is unable to discharge this duty to his child; and, again, the generous, high-souled youth would sooner grope his way in ignorance through life, than to enter the school-room to be taunted and jeered by his fellows as a charity scholar. False as may be deemed this pride, it is a part of the nature of man, and if it is the design of your policy to be useful, your education must be general, and every difficulty removed, as far as possible, to the consummation of this object. You must invite, encourage, and induce parents to discharge their duty to their children, in this respect. You

cannot, and ought not, to force them. But all disgrace, real or imaginary, all inequality between the rich and the poor, is swept away the moment your system of education is common to all.

A commendable emulation is excited, a closer communion produced, ties of friendship created, and a broader field is opened for the full exercise of manly feelings, which, if not planted in youth, never take root, by the rich and the poor mingling together, and deriving instruction from the same source. But conclusive as I believe the arguments to be, in favor of Common Schools, over the system of educating the poor, provided by the act of 1843, I forbear further remarks, and apply myself to the consideration, briefly, of the capacity of the State to furnish adequate means for a system of Common Schools.

What are the resources of the State, and by what means is the required sum to be raised, for the object under consideration? This is the great question, and upon the correctness of your decision in this regard, hangs the destiny of this measure.

The Bank-Stock, the income from which is, under the law of 1843, applied to educating the poor, is an appropriate fund to be applied to this object, whenever the State provides for the holders of bonds of the Central Bank. The next source of permanent income for this object, should be the net income from the Western and Atlantic Railroad, after the present liens, and such as may be necessary to incur for its immediate equipment and repairs, have been redeemed; and the deficiency, if any, should be supplied by a *per capita* tax.

From these three sources, it is believed, adequate means for the most enlarged usefulness might be obtained, if not presently, at no distant day. In the meantime, while the Railroad is engaged in discharging its liabilities, let the income from the Bank-Stock, and the Poll-Tax, be applied to the preparation of teachers, selected from among our own young ladies and gentlemen, and educated at our own Schools and Colleges. The leading Christian denominations in our State have, within a few years past, founded Colleges, and are annually returning to society, highly cultivated and moral young men, eminently qualified to take the lead in this great work. Besides these Denominational Colleges, there is the University of the State; what may it not accomplish in the preparing and qualifying of young men to engage in this important service.

Encourage these several Colleges, by selecting in some equitable mode, such young men as are willing, for a period of years, to engage in the duties of teaching, to indemnify for the money expended in educating them, and you have a

guarantee of securing a corps of teachers, thus organized, of greater usefulness to the country, than by any other plan that has suggested itself to my mind.

But if this plan be not acceptable, let a better one be adopted. It has occurred to me, that providing the necessary means and securing competent teachers, unexceptionable in all respects, would be the greatest difficulty to overcome. For immediate use, no income need be expected from the Railroad. The deficiency from that source, if it should be deemed advisable to commence the system at once, might be supplied by taxation, or by the State issuing bonds, the interest accruing thereon only, to be paid by the State, which should be an ultimate charge upon the receipts of the Western and Atlantic Railroad. This, I should consider, however, obnoxious to some objections, and therefore, do not press it; but would, with great deference, advise the assessment of a poll-tax, which, with the income from bank stock, should be applied, first, to the qualification of teachers; but if it is believed a sufficient number could be engaged qualified, not merely from literary attainments, but from association, principle, and sympathy with the people of Georgia, the experiment might well be made, and its beneficial results tested, from the sources of income alluded to. Should, however, the poll-tax and bank-stock not furnish a fund, commensurate with the high claims of education upon the Legislature, let the deficiency be supplied by an open and undisguised requisition upon the property of the State.

If it is the wish of property-holders, to see the blessings of education extended to all classes and conditions of our people, they will yield to the necessity that demands the means; but if they do not, the hope of success must be deferred to a more favorable season. But, whatever may be the fate of your efforts to mature a system of common schools at this time, I cannot too earnestly urge upon you the importance of pledging the Western and Atlantic Railroad, with its net income after discharging its liabilities, to the great object, in which all are interested, of common schools. Should the system recommended, or any other, receive the favorable consideration of the Legislature at this time, however limited the means may be at your command, you must have a head—an able and responsible Agent or Superintendent, whose duty it shall be to see to the faithful execution of your own plans; or your brightest hopes will end in disappointment.

[*Extract from the Message of Gov. Howell Cobb, 1853.*]

At the last session of the General Assembly, provision was made by law for the education of a certain number of cadets in the Military Institute, located at Marietta. A report is herewith transmitted from the Board of Visitors of that institution, which will present to the Legislature all the information on that subject in my possession. The system of military education is growing in popular favor throughout the country. In other States of the Union, these academies receive liberal endowments from the Government, and are becoming more and more the favorites of the people. So far as I am enabled to judge, the Marietta Institute has been as eminently successful as any of its sister institutions, and as deserving of State patronage.

The cause of Education numbers among its friends, no supporters more zealous or liberal than the people of Georgia. It is with sincere pleasure and honest pride, that we can point to the progress of education throughout our State. Our University was never in a more flourishing condition, and never more deserving of the confidence and patronage of the State. Other colleges have sprung up in generous rivalry with this institution, under the patronage of private enterprise, affording the most extensive facilities for a liberal education to all who may be possessed of the necessary means. Colleges and Seminaries for the education of our daughters are to be found in almost every neighborhood, founded upon private munificence, and conducted with marked energy and ability. I would not unnecessarily mar this picture, so grateful to our feelings, and so gratifying to our State pride; but a sense of duty demands that our attention should be turned to another branch of the subject, which presents for our consideration far different results. Whilst the minds of those who have been blessed with the necessary means, are being stored with all the rich treasures of knowledge, placed in their reach by these flourishing institutions, there is to be found another class, less favored of Heaven, who are growing up in utter ignorance. The propriety of providing for the education of the poor is recognized by every one; but I am not sure that its importance is fully appreciated. I do not speak of that complete and finished education, which can be acquired only in our higher Seminaries and Colleges, but I refer to it in its more limited sense. The man who can read and write is a well educated man, in comparison with one to whom the alphabet is an unmeaning mystery; and the gulf that separates these two classes is far wider and deeper than the one which lies between the humblest scholar and the most learned professor. Give to every son and daughter of the State an opportunity of learning to read and write, and we become that day an

educated people, for all the practical purposes of government. The honesty, purity and intelligence of the people, constitute the firm foundations of a Republican Government. To the extent of our ability, it is our duty to foster and nurture these elements of security and strength. Georgia has, in some degree, realized this truth, and exhibited a disposition to act upon it. Her ablest sons have been summoned to the task of devising systems for the education of the poor, and our legislative tables groan under the accumulated reports of committees appointed to investigate and report upon the subject. All that could be done in this way has been done, and yet the sons and daughters of poverty are unprovided with the opportunity of learning to read and write. Can nothing more be effected? Is this field of labor, so inviting to the patriot and philanthropist, to be abandoned and forsaken? To answer these inquiries, we must ascertain first, what has occasioned the failure heretofore? and, secondly, are we able and willing to overcome the difficulty in the future? The first point is very clearly presented in the statement of this simple fact—the number of children returned under our poor school law, is (38,000) thirty-eight thousand, and the money appropriated for their education is (\$23,000) twenty-three thousand dollars. In other words, for the education of each child, the Legislature appropriates the sum of sixty cents. I can use no argument or language that will present in more forcible terms the main defect in our past system, than is to be found in this statement. We have failed to educate the destitute children of the State, because we have failed to appropriate a sufficient sum of money to effect the object. It is more than useless to discuss plans and systems, until the necessary means are furnished to make any plan successful. This view of the subject brings me to the second inquiry. Can this difficulty be met and overcome? In other words, will the Legislature appropriate the necessary amount of money? At present, I am not prepared to recommend any large increase of the appropriation. My object is more particularly to call your attention to a period in the future, when the required sum can be devoted to this object, without the imposition of any additional tax upon the people. If I am right in the view which I have already presented of the financial condition of the State, present and prospective, in the course of a few years the public debt will be paid off, and there will be no necessity for incurring another. When that time shall have arrived, our present tax law may be reduced one-half, and still furnish ample means for an economical administration of the Government—giving no just cause of complaint on the ground of taxation. The State Railroad, under the system I have recommended, will bring into the Treasury a certain and regular revenue of two hundred and fifty

thousand dollars. To that sum I look to supply the present defect in our educational system for the poor. To that patriotic object, as well as to the necessities of the Institutions established by the State for the Deaf and Dumb, the Blind, and the unfortunate Lunatic, it should be sacredly devoted; and until the wants of each and all should have been fully supplied, not one dollar should be withdrawn for any other purpose. I have invited your attention to the subject at this time, that the public mind may be directed to its consideration in advance of the period when the policy may, with propriety, be adopted.

[*Extract from the Message of Gov. Herschel V. Johnson, 1855.*]

Our political system is based upon the maxim, that the people are capable of self-government. This presupposes intelligence, to know how to govern, and virtue, to give that intelligence proper direction. Hence, the importance of a system of public education to enlighten the intellects and moralize the hearts of the masses. The importance of this subject is paramount, and should bring into requisition all the wisdom of the Legislature; whilst the thousands of poor children within the State, too indigent to provide for themselves the blessings of education, but who must have it, as an indispensable qualification for good citizenship, should awaken an enlarged and benevolent liberality. The returns for 1854 show that 42,467 belong to this class, who are entitled to participate in the pittance of \$23,388 provided for their benefit. The considerations which should prompt to efficient action are apparent to every reflecting mind. They are such as challenge the attention of the highest statesmanship. We see them not only in the necessity of education to the perpetuity of popular liberty, but in the thousand social blessings which it confers. It promotes public peace, gives security to property, diminishes crime, lightens the expense of administering the law, stimulates enterprise, directs industry and capital, and hastens the march of civilization. The difficulty is, not to determine what ought to be done, but how it shall be done. The subject becomes more and more embarrassing, each successive year, because the increase of poor children renders the amount of money adequate to the emergency more difficult to be raised. Hence, if the Legislature ever intend to come up fully and fairly to the high mark of enlightened duty, it would seem that the time has arrived when they should initiate a system capable of gradual expansion and self-sustentation. I shall venture no specific recommendation. I prefer rather to submit the great subject to your wisdom,

animated as it must be by patriotic desire to promote the happiness and prosperity of the State. But if I could command the power to awaken the proper spirit and excite the proper liberality, I would make the appeal with an urgency which should be overwhelming, that the General Assembly will not rise, until it shall have redeemed the high obligations of the *present*, to *future* generations. Georgia is in advance, in material prosperity and improvement; she is in the rear, on the subject of common school education. The ship, driven before the wind, may sail rapidly, for a time, without a helmsman, but she will be wrecked at last. Education is to State progress, what the helmsman is to the ship; the more rapid her career, without it, the sooner she will be stranded.

In this connection, the State University is earnestly commended to your fostering care. By reference to the act of 1785, "for the more full and complete establishment of a public seat of learning in this State," it is quite evident that our forefathers designed to erect a University of the highest character. It is apparent, from the preamble to the bill, and from the very liberal endowment for which they provided. In view of the paramount importance which they attached to liberal education, as a means of sustaining and perpetuating free government, they felt that it was a humiliating acknowledgment of the ignorance or inferiority of our own State, to send our youth abroad to others, for its acquisition. If this were true in 1785, the policy which they then deplored, is still more to be deprecated now, when, by sending them to other States, they are surrounded by prejudices and influences against our domestic institutions, calculated to give an unwholesome direction to their sentiments. The original design of the founders of our State University ought therefore to be completed and perfected. It should be so endowed, and furnished with all the facilities for the prosecution of scientific research, as to enable the devotees of learning to reach the highest attainments. Several other professorships should be created, and ample appropriations made for such compensation as will command the highest talent to fill them.

By the liberality of the late Dr. William Terrell, an Agricultural chair has been established, and \$20,000 donated, the interest of which is to be applied to the support of its Professor, in the State University. But this is inadequate. To render the department efficient and useful, the Legislature should not only increase the sum to the extent of an ample endowment, but also make a suitable appropriation for fitting it up with ample means of instruction, illustration, and experiment. The appeal, upon this score, will not be in vain. It is the first movement, in Georgia, in favor of Agricultural education, hitherto more neglected, al-

though more important, than any other branch. The Professor may produce annually his course of Lectures, and delight his class with the theory of Agriculture, but he must have the means of illustration and experiment to unfold its relations to, and dependence upon, Mineralogy, Geology, Botany, Chemistry, Natural History, and Mechanics. Agriculture is the most important, because it is the foundation of all other pursuits. It supplies Commerce and Manufactures, in all their various and multiplied departments, with whatever imparts to them activity, prosperity and vitality. Hence the indispensibility of its being directed and dignified by the light of science and the devotion of educated mind.

The promotion of Agriculture and the development of our mineral resources should engage the earnest attention of the Legislature. In the older region of the State, much of the lands have become exhausted by tillage, and planters are turning attention to the reclamation of swamps, by ditching and embanking. The latter process, in many instances, is prevented by the fact that embankments throw back water over the land of adjacent owners. When this is the case, the apprehension of an injunction arrests the enterprise. I recommend the passage of a law to authorize any person owning swamp land, on one side of a stream or creek, to embank the same, although it should have the effect to increase the water over the swamp of the other side, owned by another. Such an act will greatly promote such enterprises, and lead to the reclamation of thousands of acres of the most productive lands, which are, otherwise, valueless.

As a further means of encouraging Agriculture and the development of the mineral wealth of the State, I recommend that provision be made by the Legislature for the appointment, with a suitable salary, of a State Geologist, Mineralogist and Agricultural Chemist. His office should be located at the Capital, and his general duty should be to make a Geological survey of the State, direct the mode of testing for ores, analyze soils, and point out the various kinds of manures for their fertilization. To make the organization of such a department efficient and useful, it would require the State to be divided into Geological Districts, and the employment of assistants. Its details, however, will readily suggest themselves to the Legislature, and the policy once adopted in good earnest, time and experience will very soon perfect it. A similar appointment, in other States, has been attended with the most beneficial results. It is more easy to adduce than to select illustrations of its advantages. In Georgia, but little attention has been devoted to Agricultural education; and without disparagement to our planters, it must be confessed that their success is mainly the result of fertility of soil, and un-

conquerable energy and industry. They owe but little to the application of scientific principles to the multiplied details of the plantation. But as the lands become exhausted by such a system of cultivation, they will refuse their wonted yield, until science shall come to their rescue, by showing the means of their resuscitation. The office under consideration will, to a considerable extent, remedy this wide-spread evil. By his analysis of specimens of soils furnished to him, he will explain to the owners the character, components and quantity of the manures required to fertilize them. By delivering public lectures as often, and at as many points, as he may be able, he will instruct the inhabitants of whole Agricultural districts, as to the qualities of their lands, and the fertilizers best calculated to confer upon them the highest capacity for production. This will soon awaken the proper spirit among the people, and lead, as an ultimate result, to a just appreciation of the importance of Agricultural education. The aggregate of advantage could be ascertained only by knowing fully the loss to the country from the absence of, and the amount gained by, the application of science to the operations of the plantation. And how shall we estimate the thrift and activity which such an appointment will impart to the Mining interests of the State? Her mountains and hills are rich in embedded mines of ore. As yet, we have made but little progress in their discovery. Vast sums are expended, in blind experiments to ascertain their location, resulting often in the hopeless ruin of the zealous seeker after hidden wealth. The large amount saved, in the work of testing for ores, is the least of the advantages of the appointment under consideration. The actual wealth which would be developed by the scientific direction of these operations, is absolutely incalculable, whilst it would, at the same time, open new channels for capital and industry, and furnish employment for thousands of laborers. I may not dwell at greater length upon this interesting topic. I trust it will engage the serious deliberations of the Legislature, and that they will act as becomes enlightened statesmen.

✓ [Extract from the *Message of Gov. Herschel V. Johnson*, 1857.]

It is needless to adduce argument to convince intelligent men of the educational wants of Georgia. It is demonstrated by the fact, that there are many thousand adults in our midst who can neither read nor write, and as many poor children who must be forever debarred the blessings of education, in consequence of the poverty of their parents; by the great deficiency of teachers to supply the demand in almost every section of the State; by the char-

acter of our political institutions, which are based upon the assumed capacity of the people for self government; by the fact that too many of our children are sent to distant States for education, where they are liable to imbibe doctrines hostile to our peculiar social organization, and are surrounded by influences calculated to impart an anti-southern tone to their sentiments and feelings; by the crime that burdens our criminal dockets, and levies its thousands of tribute upon the earnings of honest industry, to support paupers and prisons; by the violence and corruption that desecrate the ballot box, at all our popular elections; by the exhaustion of the soil, under a system of agriculture that glories in excluding the application of scientific principles. I am aware that education, to be effective, must command the zeal and appreciative energies of the parents of each succeeding generation. I am equally aware that the establishment of any general scheme will require in the end, a large expenditure of money. But, as it may not be accomplished in a day or a year, so the entire amount need not be appropriated at once. It must be a work of time, and its fruits gathered through successive years of patience and toil. But shall this be an argument for postponing indefinitely its commencement? Is it not rather an incentive to speedy action, stimulated by the promptings of patriotism and philanthropy? But the obligation of the Legislature rests upon special grounds. The Constitution is mandatory. ARTICLE IV. *Section XIII.* declares that "The arts and sciences shall be promoted in the establishment of one or more seminaries of learning, and the Legislature *shall*, as soon as conveniently may be, give such further donations and privileges to those already established, as may be necessary to secure the objects of their institution; and it *shall* be the duty of the General Assembly, at their next Session (that is, the next session after the adoption of the Constitution,) to provide effectual means for the improvement and permanent security of the funds and endowments of such institutions." What has been done to carry into effect this clause of your Constitution? How little? It has reference mainly to the State University, which had been chartered in 1785. Hence, it is obvious, that it is the *sworn* duty of the General Assembly, to place our State University upon the footing contemplated by its wise and patriotic founders, or in other words, "give it such donations and privileges as may be necessary to secure the objects of its institution." Indeed, the whole subject of education is confided to the General Assembly, with the *positive injunction* to such action as may be proper to supply the wants of the State. That contracted policy which is ever standing at the door of the Treasury, with a flaming two-edged sword, is but little better than moral

treason to the Constitution, which, for more than half a century, has been pleading for conformity on the part of those who swear to obey. Education is the friend of the State. It will elevate the people. It will diminish crime and the expense of executing the laws. It will prize out the poor from the mire into which innocent poverty has sunk them, and place them on an intellectual equality with the favored sons of fortune. It will dig from the mine many an unpolished gem, to glitter in the crown of cultivated society. It will stimulate enterprise, and direct its energies to profitable objects. It will dignify labor, and open new channels for capital. It will disinter the mineral wealth of the State, and add millions to the productions of agriculture.—It will bring into the field of science an array of mind that will adorn our escutcheon, and dazzle the world by its achievements. In a word, Georgia must fail of her great mission, without the adoption of a wise and comprehensive educational policy. Away, then, with that narrow stinginess which begrudges a dollar to such a cause, while it is often wasteful of thousands, upon objects that possess little or no merit. Go forward boldly, firmly, liberally, to meet the wants of the State. Adjust your scheme to the character of our population. Apply to the task your wisest deliberations. Impart to it the element of self-vindication and self-support. Make it simple in its details, and dependent, for its success and growth, upon the voluntary support of the people.

Can such a system of common school education be devised? What has been accomplished in other States, can be done here. Upon so delicate and difficult a subject, I present the outline of a plan with diffidence. But I make the venture for what it is worth, hoping that it may, at least, prove suggestive of something better.

1. Authorize each county, at its option, to be divided into common school districts of such dimensions that children can walk from their several boundaries to the school houses, to be located in the centers.

2. Let each district be clothed with the power of self-taxation, and the appointment of a Treasurer.

3. Let each district, by public meeting, annually to be held, declare what sum they are willing to raise for common school purposes therein, to be collected by taxation, as the State tax is now collected by law, and to be paid over to the district Treasurer.

4. Upon the report of the district Treasurer to the Executive, of the amount actually collected, let the Governor be authorized to draw his warrant on the State Treasury for a like sum, to be paid to the said district Treasurer, which, together with the money thus collected by voluntary taxa-

tion, shall constitute a common school fund for such district, for the year for which it may be intended.

5. Let the common school district Treasurer be required to give bond and security, under the approval of the Inferior Court of the county, for the faithful application of the fund, and to make annual returns to the Inferior Court, on the first Monday in January, in each year, accompanied with vouchers for his disbursements.

The advantages of this plan are palpable. First, it is simple. Secondly, it addresses itself to the voluntary action of the people of each district—if they wish a school they can have it; if they do not, it will not be forced upon them. Thirdly, this appeal to the voluntary principle, will beget thought and debate, so that if rejected at first, truth will finally prevail, and the system be adopted; it will therefore prove to be a growing, self-vindicating, self-sustaining system. Fourthly, it meets the objection which is so formidable, that, in some sections, the population is so sparse, that the common school system is impracticable. It is intended to operate only where there are inhabitants, and even then, alone upon the condition, that they are willing and ready to do their part towards it. Lastly, the absence of school privileges will no longer deter immigration to destitute regions. This plan will invite immigration, and thus soon fill up the uninhabited districts.

It may be thought that the adoption of such a system will at once create a demand for money which the State Treasury cannot meet. That it will require a considerable sum of money is obvious; but not so much as to deter from the experiment. It will not be adopted in every county of the State at first, much less by every school district. Many will not have the population; many will reject it, for years, until they have discussed it thoroughly, and risen to a proper appreciation of education; many more, either from inability or disinclination, will impose on themselves a very light tax. Therefore, the amount called for from the State Treasury will, in the infancy of the system, be comparatively small. Besides, in this particular form, it need not be perpetual. When it shall have diffused population and the blessings of education over the State, it can be modified as experience may show to be necessary. The great desideratum for the present, is to arouse our people to the importance of the subject. When this shall have been accomplished, they will not stop to weigh dollars and cents against education.

But this, or any other system of education cannot be carried into effect, without a vast increase of the corps of teachers. How can the requisite number be supplied?—The mode is simple, if the Legislature will respond to the promptings of a liberal spirit. We have several de-

nominal Colleges in Georgia, founded by private enterprise. Why should not the Legislature endow an Agricultural Professorship in one of each denomination, upon the condition that it will educate gratuitously, a specified number of young men, in each Congressional District, to be selected as the Legislature may direct, who shall pledge themselves to teach a given number of years after their graduation, in the District from which they were selected? This will rapidly supply educated teachers, native born, and sympathizing with Southern interests and institutions.

As an additional means of obtaining native teachers, let the State educate, at her own expense, in the State University, one young man from each county in the State, to be chosen by the Inferior Court thereof, and to be pledged to teach a given number of years, in the county from which he shall have been chosen. This will very soon supply the deficiency, and render us independent of those itinerant adventurers from other States, who are too often hostile to our peculiar institutions.

But our necessities do not stop here. We need a University proper. Such, its founders designed our State College to be; and the Constitution, as I have shown, has made it obligatory on the General Assembly to carry that design into effect. When young men have been graduated, whither can they resort, if they desire to pursue a course of study in the advanced sciences? Finding no suitable institution for such purposes, at home, they are compelled to go abroad, or to abandon their high and laudable aspirations. The consequence is, that most of our educated men, greatly to the detriment of the Commonwealth, plunge into politics, as the only path to distinction, or permit their cultivated powers to rust in inglorious ease.

That this or some other scheme for the object indicated, should be adopted, is obvious to all who reflect upon the educational wants of the State. Indeed, past attempts demonstrate the hold which the subject has upon the public mind. It seems, however, that they have all been baffled by the idea that the pecuniary means cannot be furnished.— But this difficulty will vanish from the mind, if the resources and increasing wealth of the State be duly estimated. As a Georgian, I am proud to believe that she is able to accomplish whatever she dare attempt, if the object be worthy of her renown, and within the competency of patriotic energy and enterprise.

✓ [Extract from Gov. Brown's Message of 1858.]

The public debt of the State amounts at present to \$2,630,500, payable at different times during the next twenty years. A large portion of this debt has been contracted

from time to time on account of the State Road. The debt, it will be remembered, is subject by legislation, already had, to be increased \$900,000, on account of the State's subscription for stock in the Atlantic and Gulf Railroad Company. This would make the whole debt \$3,530,500, should no part of it be redeemed before the bonds of the State for the above mentioned \$900,000, shall have been issued. By the terms of the contract with the bond holders, \$289,500 of this debt is now subject to be paid at the option of the State, though payment cannot be demanded till 1863 and 1868. The Central Bank bonds are also falling due in considerable sums annually. Good faith requires that the debts of the State be promptly met when due. And sound policy dictates that such bonds as are due or not, at the option of the State be taken up as fast as she has the means.

The net earnings of the Western and Atlantic Railroad are already pledged for the payment of a large portion of this debt. I therefore recommend the passage of an act setting apart \$200,000 per annum of the net earnings of the Road, to be applied in payment and purchase of the public debt. And, in view of the great and acknowledged necessity existing for the education of the children of the State, and of the immense advantages which would result from the establishment of a practical Common School system, I further recommend that a sum as large as the entire amount of the public debt, be set apart as a permanent Common School Fund for Georgia, to be increased as fast as the public debt is diminished; and that the faith of the State be solemnly pledged that no part of this sum shall ever be applied to, or appropriated for any other purpose than that of education. Let the act make it the duty of the Governor each year as soon as he shall have taken up the \$200,000 of the State's bonds, to issue \$200,000 of new bonds, payable at some distant period to be fixed by the Legislature, to the Secretary of State as trustee of the common School Fund of the State, with semi-annual interest at six per cent per annum. The bonds to be deposited in the office of the Secretary of State. As the public debt is thus annually diminished, the School Fund will be annually increased, until the whole debt is paid to the creditors of the State, and the amount paid converted into a School Fund. And as the fund is increased from year to year, the amount of interest to be used for school purposes will be likewise increased.

Should this plan be adopted, in a few years the school fund of Georgia, including the present fund for that purpose would be in round numbers \$4,000,000. The amount of interest accruing from this fund, to be expended in erecting school houses and paying teachers, would be \$240,000, per annum. I am aware of the difficulties which have been encountered by those who have attempted heretofore to de-

wise a practical and equal school system for the State, owing in a great degree, it is believed, to the fact that portions of our State are very densely, while others are quite sparsely populated. But the fact of our inability to accomplish all we may desire is no sufficient reason why we should neglect to do that which is in our power. Probably the principal cause of our failure in the past is attributable to a lack of funds and of competent teachers.

With the gradual increase of the fund proposed, it is not doubted that the wisdom of our State would, from time to time, improve our present defective system till it would be so perfected as to afford the advantages of an education to all or nearly all the children of the State. Let the teachers be paid by the State, and let every free white child in the State have an equal right to attend and receive instruction in the public schools. Let it be a Common School, not a Poor School System. Let the children of the richest and the poorest parents in the State meet in the school room on terms of perfect equality of right. Let there be no aristocracy there but an aristocracy of color and of conduct. In other words, let every free white child in Georgia, whose conduct is good, stand upon an equality of right with any and every other one in the school-room. In this way the advantages of education might be gradually diffused among the people; and many of the noblest intellects in Georgia, now bedimmed by poverty and not developed for want of education, might be made to shine forth in all their splendor, blessing both church and State by their noble deeds.

Should \$4,000,000 be insufficient to raise annually the sum required, the fund might be increased from the incomes of the Road, to any amount necessary to accomplish the object. The interest on this fund should be semi-annually distributed equally, among the counties, in proportion to the whole number of free white children in each, between six and sixteen, or of such other age as the legislature may designate. Authority should also be left with each county to tax itself, at its own pleasure to increase its school fund, as at present. And it should be left to the Inferior Court, or school commissioners of each county to lay off the county into such school districts, as will be most convenient to its population, having due regard to their number and condition.

Education of Teachers.

Assuming that provision will be thus made to raise all the funds necessary to build school houses and pay the teachers to educate all the free white children of the State, the next question which presents itself, and perhaps the

most important one of all, is, how shall the State supply herself with competent teachers? raised in her midst and devoted to her interests and her institutions?—southern men, with Southern hearts, and Southern sentiments?

For the purpose of educating Georgia teachers in Georgia colleges, I propose that the State issue her bonds payable at such distant times as the Legislature may designate, bearing interest at seven per cent payable semi-annually. The interest to be paid out of the net earnings of the State Road; and the bonds to be redeemed out of its proceeds, should it ever be sold. That she deliver \$200,000 of these bonds to the State University at Athens, as an additional endowment; \$50,000 to the Georgia Military Institute, at Marietta, and \$50,000 to each of the three denominational Colleges in the State, in consideration that each of said five Colleges will bind itself to educate annually, one young man as a State student, for every \$200 of annual interest which the endowment given by the State pays to the College; furnishing him with board, lodging, lights, washing, tuition, and all necessary expenses except clothing, which might be furnished by the student himself or his parents. The interest on this \$400,000 of bonds would be \$28,000 per annum. This sum would maintain and instruct as above suggested one hundred and forty young men annually, being one from each county in the State, and two from each of the fourteen counties having the largest population, unless other new counties are formed. I propose that these young men be selected from all the counties in the State, from that class only of young men whose parents are unable to educate them, and that only such be selected as are of good moral character, industrious and attentive, who desire an education, and who give promise of future usefulness. That the selection be made in each county by a competent committee appointed by the Inferior Court, after an examination at some public place in the county of all such young men as desire to become beneficiaries, and who will attend on a day to be fixed by the Inferior Court, after giving due notice. Let the committee be sworn that they will be governed in the selection by the merits of the applicant, without prejudice or partiality; and that they select no one whose parents are known to be able to give him a collegiate education without doing injustice to the rest of his family. And I propose that the place of any such student in college be supplied by another whenever the faculty of the college shall certify to the Inferior Court of his county, that he is neglecting his studies or failing to make reasonable progress, or that he has become addicted to immoral habits. I propose, that the State, in this manner, give to each of the poor young men thus selected his collegiate education, on condition that he will enter into a pledge of honor, to make teaching his profession

in the county from which he is sent, for as many years as he shall have been maintained and educated by the State in college; the State permitting him to enjoy the incomes of his labor, but requiring him to labor as a teacher.

Many of these young gentlemen would no doubt, adopt teaching as their profession for life. This would supply the State after a few years with competent teachers. And as these young men while teaching in the various counties in the State would prepare others to teach without going to college, pure streams of learning would thus be caused to flow out from the colleges, and be diffused among the masses of the people throughout the State. Then we would not so often hear the complaint, that the child must unlearn at one school what it has taken it months perhaps to learn at another under an incompetent teacher. This plan is intended to equalize as far as possible, the poor with the rich, by giving to as many of them as possible, at the expense of the State, an opportunity to educate their sons in college, a privilege at present confined almost exclusively to the rich; as poor men have not means to educate their sons, however deserving or promising they may be.

Under the plan above proposed it is not intended to make a donation, or absolute gift to the colleges, of a single dollar of the bonds of the State. It is intended only to deliver the bonds to the colleges and to pay to them the interest semi-annually, as a compensation for them to maintain and educate annually, one hundred and forty young men of promise, who could in no other way enjoy the advantages of a liberal education; who in turn are to diffuse intelligence among the great body of the people, thereby supplying the State with Georgia teachers well qualified to teach the youth of Georgia; and who would be, at the same time the natural friends of her institutions. As a part of this plan I also propose that a General Superintendant of schools for the State, be appointed with a salary sufficient to secure the best talent, whose duty it shall be to collect valuable information upon the subject, and report annually to the Executive, to be laid before the Legislature. And to traverse the State in every direction, visit the schools, address the people, and do all in his power to create a lively interest on the subject of education.

Carry out this plan and who can estimate its benefits to the State? I regard the education of the children of the State as the grand object of primary importance, which should, if necessary, take precedence of all other questions of State policy. For I apprehend it will be readily admitted by every intelligent person, that the stability and permanence of our republican institutions hang upon the intelligence and virtue of our people. No monarch rules here! And it is the pride of our system of government that each

citizen at the ballot box possesses equal rights of sovereignty with every other one. Thanks be to our Heavenly Father, the popular voice cannot here be hushed in the silence of despotism, but the popular will dictates the laws. May it thus ever remain! How important it is, therefore, that the masses of the people be educated, so each may be able to read and understand for himself, the constitution and history of his country, and to judge and decide for himself, what are the true principles and policy of his government. But how much more important it is, in my opinion, that every person in the State be enabled to read for him or herself the Holy Bible, and to comprehend the great principles of christianity, in the eternal truths of which, I am a firm, though humble believer. Educate the masses and inculcate virtue and morality, and you lay broad and deep, in the hearts of our people, the only sure foundations of republican liberty and religious toleration; the latter of which is the brightest gem in the constitution of our country.

By adopting the proposed line of policy we have it in our power, without increase of taxation or burden to our people, to place Georgia, so far as education is concerned, in the proudest position of any State in the Union. Let her educate every son and daughter within her limits, and she may then justly boast that she is the empire State of not only the South, but of the whole Union. By this plan the public debt would be reduced, and the school fund increased, annually, \$200,000; and the interest amounting yearly to \$28,000 on the bonds delivered to the Colleges, would be paid semi-annually, out of the net earnings of the State Road; and there would be left an annual income from that source of \$72,000, to be applied to other purposes.

✓ [Extract from Gov. Brown's Message of 1859.]

The last Legislature, by its liberal enactments and enlightened views upon the subject of Common School Education, not only rendered the State a most valuable service and entitled itself to the thanks of the whole people, but set an example of liberality in favor of education which challenges the approbation and deserves the imitation of all its successors. It is true, the Common School System adopted, was not perfect, nor was this to have been expected. So great a work must be progressive and a succession of wise enactments, guided by the light of experience, can alone perfect it. But the last Legislature did take a most important step in the right direction. It laid broad and deep the

foundations of a system upon which, if its successors are equally wise, a most beautiful and perfect structure in all magnificent and symmetrical proportions, will soon be reared.

In addition to the sum heretofore appropriated and distributed annually for education, it made an annual appropriation of \$100,000, to be paid out of the net proceeds of the W. & A. Road; and provided that the school fund should be further increased, annually, as fast as the public debt is decreased; and that the interest heretofore paid to the State's creditors, shall in future as fast as the debt is paid, be added to the school fund, and distributed for educational purposes.

This \$100,000 appropriation was made under the supposition that the net incomes of the State Road would not exceed \$300,000, per annum. As before stated, the Road has during its last fiscal year, paid into the Treasury of the State \$402,000, clear of all necessary expenses and repairs.

Estimating the future incomes from the Road at a like sum per annum, I see no just reason why the annual appropriation for school purposes, may not be safely increased to \$150,000, exclusive of the interest on the old fund, and the interest on the bonds which are to be issued for educational purposes as the State debt is paid. I earnestly recommend this increase of \$50,000, per annum, in the annual appropriation. If this be made, the amount for distribution, next year, from the State Treasury for Educational purposes, will be nearly \$200,000.

DEPOSIT WITH BANK OF SAVANNAH.

The School Act of last year authorized me to deposit the School Fund, and other surplus funds in the Treasury, with any of the banks of Augusta or Savannah, at interest, upon the best terms I could make with the banks. Under this authority, I was able, on the 14th day of January last, to deposit the sum of \$100,000 with the Bank of Savannah; for which it gave its obligation to pay interest on the amount, at the rate of seven per cent per annum till the third Monday in the present month, which is the time fixed by the statute for the distribution of the fund among the counties. The interest to be received from the bank will be nearly \$6,000, which will be added to the amount to be distributed, together with some \$10,000 of surplus in the Treasury. As an inducement to the bank to take the \$100,000, on these terms, I agreed to give it the benefit of the other deposits of the State, for which it furnishes the Treasurer, without premium, all the Northern Exchange needed in payment of the interest on the public debt, &c. Justice to the bank of Savannah requires me to state, that

it has been prompt and liberal in the discharge of its obligations to the State; and that I was fully convinced, after a correspondence with several other banks in the cities of Augusta and Savannah, in reference to this deposit, that the bank of Savannah was disposed to act a more liberal part towards the State, for the increase of the School Fund, than any other bank with which I corresponded upon the subject. It was the *first* to obey the law, and make its returns as required by the Act of 1857. I consider it not only a solvent institution, but as prompt and reliable as any bank in the State.

SCHOOL COMMISSIONERS.

The second section of the School Act of 1858 imposes upon the Grand Jury and Ordinary of each county, the duty of devising a plan for the advancement of education in the county, and gives them absolute control over the application of the fund. This portion of the law would seem to require amendment. The appropriate duties of the Grand Jury connected with the Court, usually require their entire time, while in session; and they cannot, in connection with their other duties, give to this subject the attention which its importance demands. I therefore recommend such change in the law as will transfer this jurisdiction to an intelligent Board of School Commissioners, to be chosen annually by the Justices of the Inferior Court and Ordinary of each county.

SUPERINTENDENT OF EDUCATION AND ORDINARIES.

The School Fund of each County is now paid by the Treasurer of the State to the Ordinary of the county, who is under bond for its proper application and faithful disbursement. The sum now annually distributed is large, and there is no provision of law which requires each Ordinary to report to the Governor or the Legislature, or to any other authority at the Capitol, how he has disposed of the fund in his hands. To prevent any misapplication of this fund, and for the purpose of holding all persons who have control of public money to a strict accountability, I recommend the appointment, in such mode as may be thought best, of a Superintendent of Education for the State, who shall keep his office in the State House, and to whom every Ordinary in the State shall make annually a full and complete report of the disbursement of the school funds which he has received from the Treasury, accompanied by the necessary receipts and vouchers, to be recorded in the office of the Superintendent, in a book or books, to be kept by him for that purpose, with power in the Superintendent to call any Ordinary in the State to an account,

at any time; and, in case any one shall be found in default, to issue execution immediately against such Ordinary and his sureties for the sum for which he may be so in default, with 20 per cent. upon the amount, till the same be paid. Common prudence would seem to dictate this necessary safeguard, where so large an amount of public money is distributed among so numerous a class of persons.

MODE OF ASCERTAINING THE NUMBER OF CHILDREN.

The statute makes it the duty of the Receiver of Tax Returns, and the Grand Jury, in each county, to ascertain the number of children between the ages of eight and eighteen. It is believed this has not been so successful in practice as the old laws upon the subject of the enumeration of the poor children, which made it the duty of the Justices of the Peace, in their respective Militia Districts, to ascertain the number, under the supervision and control of the Ordinary.

SUBSTITUTION OF NEW STATE BONDS FOR OLD ONES.

I have found it impossible to call in all the bonds of the State in the hands of her creditors, as contemplated by the ninth section of the School Act, and to issue to the creditors, in lieu of them, other bonds falling due in equal annual installments, till the whole debt is extinguished. The bondholders are under no obligations to return their bonds and receive others of like amount falling due at different times; and many of them refuse to do so.

\$100,547 50 OF BONDS AND INTEREST NOT DUE, AND \$50,-
500 OF BONDS DUE, PAID.

There being a large unexpended balance in the Treasury, after providing for all legal appropriations, including interest upon the public debt, and fifty thousand five hundred dollars of the bonds which fell due during the year, with a view to carry into effect, as far as possible, the objects of the Act. I ordered the Treasurer to give notice, in the public gazettes, that he would redeem, at par, at the Treasury, or in Augusta or Savannah, the bonds of the State not yet due. After several months of advertisement, he was able to find only \$99,250 of bonds not due, which the holders were willing to part with at par. These he redeemed, together with \$1,297 50 of interest which had accrued upon them, which was not yet due.

\$150,000 OF EDUCATIONAL BONDS ISSUED.

As directed by the statute, I have issued, upon the redemption of these bonds, \$150,000 of new bonds, dated the

first day of this month, due twenty years after date, bearing six per cent. interest, payable annually. These bonds are payable to the Secretary of State, as the Trustee of the Educational Fund of Georgia, and are deposited in his office; the interest upon which will, in future, be distributed annually as part of the School Fund.

✓ [Extract from the Message of Gov. Joseph E. Brown, 1860.]

COMMON SCHOOLS.

The School Act of 1858 makes it the duty of the Governor, as the public debt is paid, to issue new bonds for an amount equal to the sum paid; which are to be made payable to the Secretary of State, as Trustee of the Educational Fund of Georgia. Considering the State's subscription for stock in the A. & G. R. Road Company, when made under the provisions of the charter, as part of the public debt, I have issued and filed in the office of the Secretary of State, \$200,000 of School bonds, which sum includes in round numbers the amount paid in cash on subscriptions for stock in the A. & G. R. R. Co., and the amount paid to bondholders, not including interest during the year. These bonds bear date the first day of November, 1860, and are due twenty years after date. The interest accruing on them, at six per cent, is payable annually at the Treasury, and is to be used solely for educational purposes. I think it our true policy to continue to increase the School Fund, and to encourage, by every means in our power, a general spirit of education among our people.

During the past year, \$150,000 have been distributed from the Treasury, among the counties, for educational purposes, less a small balance not drawn by the counties entitled to it. Under existing laws, a like sum of \$150,000 may be distributed this year. I am happy to say that this fund is enabling thousands of children to acquire the rudiments of an education, who, without it, would be entirely destitute of the means of doing so.

I again renew the recommendation made in my last annual message, that the proper authorities in each county be required by law to assess, and cause to be collected, at least twenty-five per cent. on the State tax, to be added to the school fund of the county; and that, on failure of any county to make the assessment, such county be deprived of all participation in the State fund for distribution, during the year in which no county collection is made.

I also recommend the enactment of a law making it a crime punishable by confinement and labor in the Peniten-

tiary, should any Ordinary or Treasurer of the educational fund, in any county, convert or dispose of the school fund, or any part of it, to his own use, or fail or refuse, when called on, to pay it out promptly in obedience to the order of the legal authority in the county for which he is Treasurer.

I am informed that the Board of Education, in many of the counties, have provided that the fund be distributed among the school districts of the counties in proportion to the number of children in each; and that, when no school is taught in a district during the year, the portion assigned to it be kept for another year. I recommend the passage of a law requiring the Ordinary or Treasurer of the fund, in every such case, to keep such portion of the fund at interest, till paid out by him upon the draft of the Board of Education of his county; and that, in case any district fails to have a school for as long as two years in succession, that the fund set apart for that district be apportioned among the other districts of the county in which schools have been taught.

NORMAL SCHOOL FOR FEMALES.

I am informed by a highly intelligent citizen of this State, who has given much attention to the subject, that a Normal School for the education of female teachers, where one hundred and fifty may be educated annually, can, after the necessary buildings are erected, (which will not be costly,) be maintained upon the interest of one hundred thousand dollars; and that the State, if she will make that appropriation, can secure an ample guaranty for the success of the school. The school would be organized upon the plan that the girls educated there divide among themselves, and do in their turn, all the cooking, washing and other labor necessary to be done at the school. Each would be required to furnish her own clothes. The actual cost of maintaining each in the school would therefore be the prime cost of the provisions used by each, together with books, lights and fuel.

At this school, which should be located in some healthy portion of our State, large numbers of young females, whose parents are unable to educate them, might be prepared to teach our primary schools, or, indeed, to teach in any of our schools. While receiving their scholastic education at the Normal School, these young ladies would also receive a domestic education which would be of great utility to them in any position which they might occupy in after life.

I apprehend no argument will be necessary to convince the General Assembly of the great importance of educating

our female teachers at home. For the accomplishment of this object, I recommend the establishment of a Normal School upon the plan above proposed.

GEORGIA MILITARY INSTITUTE.

As President of the Board of Visitors of the Georgia Military Institute, I attended the examination of the classes, and the commencement in July last, and I feel confident that each member of the Board will concur in the statement that the discipline and government of the Institute are greatly improved. The result of the examination was alike creditable to the young gentlemen composing the classes, and to the Faculty by whom they were instructed. The present Superintendent is a gentleman possessed of high qualifications, long experience and great moral worth, and will, I have no doubt, in a few years, place the Institute in a position of equality with any Military School belonging to any State in the Union, if the legislature will make the appropriations which are necessary to complete the buildings, provide comfortable quarters for the Cadets, and secure the salaries of the faculty so as to place them in a position of independence in the government of the Institution.

I recommend the appropriation of twenty-five thousand dollars for the construction of the buildings which are necessary. I also recommend the passage of a law increasing the number of State Cadets to one from each county in the State, and requiring each State Cadet, when he enters the Institute, to sign a written obligation and pledge of honor to refund to the Treasury of this State, so soon as he is able, the money expended by the State in his education, with interest; or to teach school within the county from which he is sent, for as many years next after he leaves the Institute as he was instructed there. In an educational point of view, this would be of incalculable value to the State, as it would supply our people with a large number of highly educated Southern born teachers, and would tend to stop the influx of Northern teachers, who have too often been abolition emissaries in disguise, sowing the seeds of discontent among our slaves, and planting outposts of abolitionism upon our territory. Let it not be forgotten by our people that the high-priest of the present Black Republican party of the North, in his youthful and more humble days, was fostered, as a Northern teacher, in the bosom of Georgia; and that after she had warmed him into life, and put money in his pocket, he deserted her, and now attempts to sting her very vitals. He is only the most distinguished of a class. It is cheerfully admitted, however, that all Northern teachers are not subject to the above

charge. Many of them are among our most reliable and valuable citizens. But, to avoid the contamination of the wicked and designing, it is the duty of the State to educate and employ Southern teachers only, and stop all further importation of such as may, or may not be, true to Southern interest.

In a military point of view, also, I consider the above recommendation as highly important. It would not only put the Institute upon a solid basis, and add largely to the number of educated persons in our State, affording a collegiate education to many of the poorest though brightest and most intellectual boys in Georgia, but would diffuse a knowledge of military Science among the people of every county in the State; which all must admit, in these perilous times, is a *desideratum* second in importance to no other.

We should not only arm our people, but we should educate them in the use of arms and the whole science of war. We know not how soon we may be driven to the necessity of defending our rights and our honor by military force. Let us encourage the development of the rising military genius of our State, and guide, by the lights of military science, the energies of that patriotic valor which nerves the stout heart and strong arm of many a young hero in our midst who is yet unknown to fame. Three or four of the most gallant and promising young volunteer corps in the State have been organized, and are now commanded by young gentlemen educated at the Military Institute. It would be gratifying to see this number largely increased. These young commanders reflect great credit upon the Institute where they were educated, and are looked to in future, should emergencies require it, to lead our armies in the field, and strike in the front rank, for the protection of our rights and the vindication of our honor. Hence, I earnestly commend the Georgia Military Institute to the fostering care of the Legislature; and I trust it will not be wanting in liberality to an Institution so important to the future protection and greatness of our noble State.

For the preservation of the buildings of the Institute, it became necessary during the past year to re-cover one of them, and to make substantial repairs on others. These repairs were made under my direction. The sum due the carpenters for the material and labor is \$1,322 36. I recommend that this sum be appropriated at an early day.

EXECUTIVE DEPARTMENT, }
 MILLEDGEVILLE, GEO. Nov. 26, 1855. }

To the House of Representatives:

To the Resolution of the House of Representatives, requesting me to furnish you with "a correct account of the several appropriations which have been made to literary and medical colleges in this State, together with the dates of said appropriations," I have the honor to communicate the following response:

By an act of the Legislature, approved February the 25th, 1784, "for laying out two or more counties to the westward," the county surveyor was directed to lay out in each county twenty thousand acres of land, of the first quality, in separate tracts of five thousand acres each, for the endowment of a college and seminary of learning. Under this act two counties, Franklin and Washington, were laid out, and consequently forty thousand acres of land dedicated to the permanent endowment of the State University.

By the appropriation act of 27th November, 1802, \$5,000 were loaned to the Trustees of the University of Georgia, to aid in the erection of collegiate buildings, on the Trustees giving bonds with security, to be approved by the Governor, to return the same within five years with lawful interest thereon, and on condition that previous to receiving the same, should deposite in the Executive Office a full, complete and unconditional relinquishment from Daniel Easley of all claims or title whatever to the lands conveyed by him to John Milledge, Esq., for the use and benefit of the University, against the said Daniel Easley, his heirs, executors and administrators forever.

In 1818, by an act approved December 16th, several tracts of the University land, lying respectively in the counties of Green, Oglethorpe, Clark and Franklin, were authorized to be sold and the proceeds vested in some profitable stock. These lands were sold on a credit, and the payment secured by bonds and mortgages.

By an act approved December 18th, 1816, the Legislature loaned to the State University \$10,000 upon the faith of those bonds and mortgages.

By a resolution approved December the 18th, 1819, the Legislature appropriated, by way of donation, \$2,000 to build a house for a grammar school, connected with the State University.

For a permanent endowment of the University of Georgia, the Legislature by an act approved December the 21st, 1821, provided for the certain payment of \$8,000 per annum. In relation to this, it is proper to observe, that this sum was

to be raised from the dividends arising from the bank stock granted to the University, and that said bank stock was secured to the institutions in consideration of the proceeds of sale of the lands which was made under the act of 1815, before alluded to. In the event that the dividends arising from the bank stock, should not be equal to the sum of \$3,000, the Treasurer was required to make up the deficiency semi-annually out of any money in the Treasury not otherwise appropriated. It is believed, however, that the dividends rarely if ever fell short, and frequently went over the amount, so that the University is not a debtor to the Treasury on this score.

The 2d section of the same act authorized the Trustees of Franklin College to collect and retain the sum of \$10,000 from the fund arising from the sale of fractional surveys previous to the year 1821.

The 3d section of the same act directed the sum of \$15,000 of the funds arising from the sale of its lands to be paid to the Treasurer of the University. These two sums were directed to be applied, under the direction of the Trustees, to the building of a new collegiate edifice at Athens.

In the early part of 1830, the edifice erected with the sums above stated, was burned down; and by an act approved December the 21st, 1830, the sum of \$10,000 was loaned to the Trustees of the University for the purpose of rebuilding and replacing the library and instruments.

The same act appropriated annually to the University, as an absolute donation, the sum of \$6,000 for the purpose of enabling the Board of Trustees to rebuild the College, replace the library and instruments, which were destroyed by fire, and for the purpose of defraying the annual expenses of the College. The annual appropriation was repealed by the provisions of an act approved December the 2d, 1841. Hence the University received from the State under the act of the 21st December, 1830, up to December the 2d, 1841, when it was repealed, the aggregate amount of \$66,000.

Such is a brief summary of our legislation in relation to the pecuniary aid given to our University by the State. It appears that all the advances, except in two instances, were made upon the credit of the sales of the University lands, which constituted its original endowment under the act of 1784; and in the memorial of the Trustees, laid before the Legislature, it is distinctly asserted, that "the State Treasury has been reimbursed for these appropriations out of the 40,000 acres of land before referred to." Hence, all that has been actually appropriated by the State to the University of Georgia, is the original endowment of 40,000 acres of land, from which it has realized the nett sum of \$100,000, which constitutes its present endowment; \$2,000 to build a

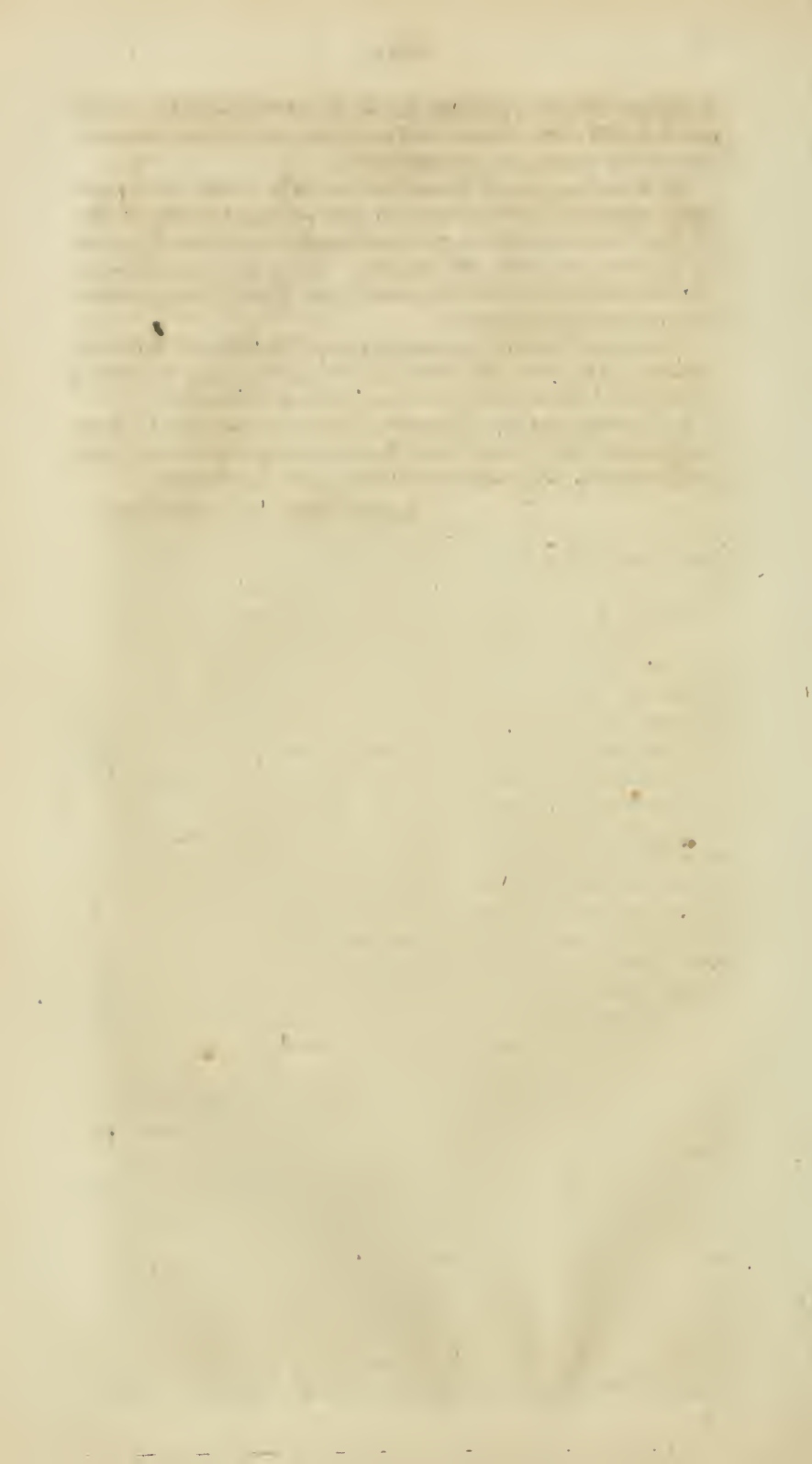
grammar school, under the act of the 18th December, 1819, and \$66,000 under the act of December 21st, 1830—amounting, in the aggregate, to \$168,000.

By an act approved December the 20th, 1833, the Legislature appropriated \$10,000 for the use and benefit of the Medical Institute of the State of Georgia, and also fifty lots on the town common of Augusta. I am uninformed as to whether these lots have been sold, and if sold, what amount was realized by the sale.

The sum of \$5,000 was appropriated by the act approved January 21st, 1852, for the use and benefit of the Southern Botanical Medical College of the State of Georgia.

In the hurry of investigation, slight errors may have been committed, but it is believed that the foregoing is a substantially correct reply to the Resolution of the House.

HERSCHEL V. JOHNSON.



[APPENDIX H.]

[*Extract from a Communication from Governor Lumpkin, dated November, 1855.*]

The inhabitants of the State, have at all times, and under all circumstances, not only appreciated the value of education,; but have as constantly been striving, and making efforts, to accomplish that object.

Hence we find, that shortly after the acknowledgement of our Independence by Great Britain, as a sovereign and independent State, in the year 1784, the General Assembly of the State of Georgia, set apart 40,000 acres of the best land in the State, for the permanent endowment of our State University—declaring at the same time, that these lands should never be appropriated, or diverted to any other object whatever. And at the next Session of the Legislature, in the year 1785, the University was chartered, Trustees appointed, and provisions made for the location and organization of the University. And in the preamble to that charter, our wise and patriotic fathers, of revolutionary fame, have, in a most beautiful and impressive manner, set forth the great and important objects which they had in view, in thus founding our State University.

Again in 1798, the wise and patriotic men, who framed our present State Constitution, declared the Arts and Sciences should be promoted, in one or more seminaries of learning, and that it should be the duty of the Legislature, as soon as conveniently may be, to give such further donations and privileges to the University already established, as may be necessary, to secure the objects of the institution, and that it should be the duty of the Legislature at their next Session, to provide effectual measures for the improvement and permanent security, of the funds and endowment of the University. But the duties required by the Constitution, for the endowment of the College, have never been performed, and after the lapse of nearly 60 years, we find the University of Georgia endowed but a limited extent.

In the early days of our progress, as a State, an ample apology may be found, for the omission to endow our State University. We had neither population, or wealth, to carry out such objects. It is true our wide domain, and its fertility, abounded in illimitable resources, which have to some extent, been since developed, by subsequent generations. But, at the close of the last, and at the beginning of the present century, the people of Georgia were but just entering

upon their rich inheritence. They had not, then, driven out the heathen before them. Under these circumstances, the friends and guardians of our State University found themselves in a most embarrassing situation.

They felt, that it was not only important, but that it was absolutely necessary, to secure the high destiny which awaited their beloved State, that her University should go into operation without further delay. The people, then, were generally poor, and the Treasury of the State empty, and not able to meet just demands. Thus were they forced to linger, in anxiety and council, until about the beginning of the present century, when the bold, and sanguine spirits of the days of our Revolution, influenced them to enter upon active operations, with scarcely a dollar in hand, relying upon what could be raised upon the landed endowment of the University. These operations were commenced, by locating the University, where its extensive, and various improvements now stands. What gave to this location a decided preference, over all others, within the then settled limits of the State, was the liberal and patriotic donation of 640 acres of land, to locate upon, by Georgia's venerated and distinguished statesman, the late Gov. John Milledge, who was at that time, one of the most active and useful members of the board of Trustees of the University of Georgia, and whose many useful services to the State, will never be forgotten, by the faithful pen of the historian. The only remaining, and great difficulty, which now retarded public progress, was the want of funds; and to raise a sufficient amount to erect the necessary buildings, an effort, under Legislative sanction, was made, to sell one fifth part of the University lands, an attempt was also made, to rent or lease the University lands, in small parcels, or lots. But the amount realized, by these efforts, were small indeed—and the Legislature was several times induced to make appropriations of small amounts, to enable the Institution to maintain its vitality—rarely, if ever, failing to take a lien on the University lands, to secure the Treasury of the State, in the reimbursement of the funds thus advanced. The University was struggling into life, under the most discouraging embarrassments, until it was clearly demonstrated, that nothing, within the grasp of its friends, could prolong, and perpetuate its existence, without sacrificing the larger portion of the value of its landed endowment. Therefore the Legislature of 1815, taking into consideration the situation of the lands belonging to the University, and being satisfied that the proceeds therefrom, were incompetent for the support of the institution, pursuant to the laudable designs of its founders—and believing that a judicious sale of those lands, and a proper management of the funds arising therefrom, would be bet-

ter calculated to promote the welfare of the institution, accordingly authorized the sale of the University lands, upon certain terms, and conditions, as is set forth in the Act of Legislation. Under the provisions of this Act, the University lands were sold, and as nearly as has been ascertained, the aggregate amount of the sales, was about \$150,000—\$100,000 of which, under the direction of the Legislature, was converted into Bank Stock—and the balance, it is supposed, was applied to the purpose of reimbursing the State, for advances from time to time, made by the State to the University. The financial difficulties of the University did not end here, as it was soon found that the dividends on Bank stock were from year to year varying, to an extent which forbid any stable reliance on such resources to sustain the regular and systematic operations of a College. Finally, what has been called the permanent endowment of the University, was made by the Act of the Legislature of 1821, by which the State took into its own keeping the \$100,000 of Bank stock, owned by the University, and secured to to the University the payment of eight per cent per annum, on one hundred thousand dollars, since which date the limited financial condition of the institution has been free from any serious embarrassment. Thus it will be seen from this brief sketch, that the princely endowment of 40,000 acres of the best lands in our State, in the year 1784, proved to be, from the then existing circumstances, wholly unavailable to accomplish the enlarged and patriotic views of its founders. And that the whole of those lands, now worth not less than \$400,000, has been reduced down to the meagre endowment of \$8,000 per annum. It is believed that from first to last, that the University has not received from the State more \$150,000—and that in lieu of the original donation of lands, by the Legislature of 1785. And now let us look into the management of the endowment, and take a view of the proceeds arising therefrom, and we shall thereby be enabled to come to the most accurate conclusions in regard to the profit and loss of such investments, to a great and sovereign State.

Franklin College has now been in operation about 54 years, under the guidance of a faculty, which, when taken altogether, it is firmly believed, would compare favorably with any other institution of a similar grade, in our broad land. As nearly as can be ascertained, about 2,500 students, have received more or less instruction in this institution—about 800 have been regular graduates, and have received their Diplomas as such, and a large proportion of the balance have received an amount of instruction, which have placed them in the ranks of well educated men, and scarcely less useful to society than the graduates themselves.

There is no station of life, either private or public, in

our great country, which might not be well supplied from men educated in this institution. To sustain this assertion it is only necessary to look and consider what is daily passing before our eyes. Franklin College is represented on the Supreme Bench of, not only our own State, but that of the United States. Not only in the Senate and House of Representatives of the State of Georgia, but in that of the United States. The chief magistracy of our own State is filled by one of her sons. Many similar institutions are deriving high benefits, by inviting her sons to the most conspicuous places in their College faculties. The Church as well as the State, has strengthened its stakes and lengthened its cords, out of the material furnished by Franklin College.

The benefits which the State has derived from the labors of this institution, can never be estimated by dollars and cents. The magnitude of its benefits is not conceived of, except by those who *think*. It is doubtful whether there is a neighborhood in the State, which has not derived some special benefit—directly or indirectly—from Franklin College. When we take into view, that almost our whole people are more or less agricultural, may we not appreciate the benefits of education, to agriculture?

The number of Officers employed from time to time, as well as that of their salaries, has necessarily varied, according to the pecuniary necessities of the institution. The enlargement and elevation of the Collegiate course, has, however, been gradually increasing, throughout the career of the institution.

* * * * *

Let it constantly be kept in mind, that our only resources, to accomplish what has been done, is from the State \$8,000 per annum, and from the sale of lots, in the town of Athens, laid out upon the lands graciously donated to the University, by the late Gov. Milledge. It is from the proceeds of these lots, that we have been enabled to accomplish the improvements, add to the Library, and other facilities of acquiring knowledge at this institution, that we are chiefly indebted, and notwithstanding these expenditures have been heavy, we have not only kept entirely free from embarrassment and debt, but we have permanently invested about \$20,000 of these proceeds, chiefly in State bonds, bearing an interest of 6 or 7 per cent, per annum.

Besides the late liberal donation, of our distinguished fellow citizen, Dr. Wm. Terrell, of \$20,000—six per cent Bonds—to endow a professorship of Agriculture, and which we trust will receive from the present Legislature a sufficient appropriation to demonstrate the problem of the benefits of science, when applied to practical Agriculture.

This is the parent interest of the whole State. And what has the Legislature of Georgia ever done to promote it? The true answer is, incidently much, but directly nothing! It will be seen, from what has been stated, that our University now has a permanent investment of \$240,000. An amount about equal to every dollar which has ever been expended by the State to promote the interest of our State University. Moreover, the other property of the College, including buildings of every kind, library, apparatus, cabinet of minerals, and other valuable collections—together with unsold lots, now in the town of Athens, is at this day worth more than \$150,000 in gold and silver.

Thus it is seen, that the funds applied to the endowment of the University of Georgia, have not only been so used and applied as most extensively and efficiently to dispense the inestimable blessings of light and knowledge, but have in fact, been so wisely and economically managed, as to retain in safe keeping every cent of the original endowment, and add thereto at least a similar amount of value, in the best of all property.

* * * * *

We want a practical scientific school, attached to the State University, where young men may receive all manner of instruction, which may be necessary to qualify them to conduct all the operations connected with all the useful avocations of life. We wish to be prepared to impart to young men, in the shortest practicable time, and at the least expense, such knowledge as shall fit and qualify them to direct all agricultural operations, upon principles of science, and to the greatest possible advantage. And so of men to manage our Rail Roads, Cotton Factories, Flour Mills, Iron Works, and every other Art connected with the welfare of our advancing civilization. Moreover, we want a normal department, for the proper preparation of school teachers. A man well qualified and apt to teach, will benefit his pupils more in one year, than they can be benefited in three years, in most of the schools of our country, even at this advanced stage of our progress.

* * * * *

We desire more than a common College. We want a University. A school where a finished education, where any useful branch of human learning may be obtained. An Institution equal to any in Europe or America. Georgia has but to will this thing, and it will be done. Duty and expediency both demand that it should be done, and done quickly. Why may not Georgians learn everything at home, which can be learned abroad? Why may not Georgia become a central point for all her Southern sisters to concentrate upon, as the place for a finished education? All the other literary institutions of our State may well

feel proud of making their own State University the centre of attraction to men of learning and intelligence.

The University is the property of our whole people, regardless of their religious tenets, or party political prejudices. Here Jew and Gentile, Catholic and Protestant, all stand on equal ground. Methodist, Baptist, and Presbyterians, with their numerous adherents, from a large majority of the people of Georgia, and if they are not disposed to have our institution in common, of higher grade than any one of them alone can accomplish; it is admitted, that their combined power might paralyze the efforts of the friends of the University—an institution demanded by the wants of a great and noble State.

But we will not doubt the hearty co-operation of the enlightened christian men of all these denominations. They stand ready, in taking a leading part, in appealing to our Legislature, to arise from their long slumber, and carry into full effect the views of the wise framers of our State Constitution, by a liberal endowment of our State University.

We ask for no local, sectarian, or party interest, to be taken into the consideration of this matter, our object soars far above all such petty and paltry considerations. It is limited by no consideration, but the purest patriotism.

* * * * *

We invite every man, who is willing to labor, and take the trouble of thinking, to examine the financial history of the Legislation of Georgia. He will there find, what has been appropriated, for not only the State University, but for county academies, for poor schools, for common schools, for medical schools, for the improvement of river navigation, for canals, for market roads, for railroads, &c. Let him then consider and compare the benefits to the State, which has actually resulted from these several appropriations, and he will rise from the investigation, without entertaining a doubt of the truth of what has been stated, in regard to the wisdom of the investment, heretofore made in favor of the University, and find himself disposed to exercise a liberal confidence in regard to the future. Why do I thus plead, for the liberal endowment of the University of Georgia? Can any selfish motive influence my action, at this late day? No, sir, no. But Georgia has been my home, for upwards of 71 years. And who has been here longer? Perhaps, no man among the living, has received a larger share of the kindness and confidence of the people of Georgia, than my humble self. I have spent upwards of fifty years of my life, in the service of the people of Georgia—I love them as an affectionate father loves his children; with all their faults I love them still. I have been permitted to out-live, all the political prejudices of my younger days. I am satisfied with my condition in life. I have never felt

the burthens of poverty, or the anxieties and perplexities of wealth. I still enjoy what I am pleased to consider, a moderate competency.

But why should an old man, who has seen his three score years and ten, and a man too, who has never received, but a very limited portion of school education, display so much zeal, for the liberal endowment of a great State University?

I answer, it is because my eye is now fixed on posterity. I have no selfish or personal considerations, to influence either my judgment or my action. I have deeply felt the want of an early and liberal education, at every step of my life. It has cost me great labor to accomplish, what little I have accomplished, to what it would have done, if I had have enjoyed the advantages of an early and good education. Sir, if I had have enjoyed such advantages as Franklin College now gives, in my youth, I could have accomplished with ease to myself, more than double, what I have done.

Very Respectfully,

WILSON LUMPKIN.

[*Wilson Lumpkin to W. L. Mitchell.*]

AT HOME, ATHENS, Oct. 31, 1859.

Col. Wm. L. Mitchell—*My Dear Sir*: As I do not expect to attend the approaching meeting of the Board of Trustees of the University of Georgia, at Milledgeville, I submit to you the following remarks, connected with its interest, which you are at liberty to use in any way you may deem proper. I have just read that portion of Mr. Thweatt's the Comptroller General's report, published in the Constitutionalist, of the 26th inst., with much gratification, that the duties of that important office, to the State, is now filled by a man of capacity and industry, equal to the discharge of the complicated duties of the office. I duly appreciate the efforts and merits of that officer to render the State useful service. Nevertheless, his statement of facts and figures, in connection with the history of the University of Georgia, without comment or explanation, will lead many strangers to the subject, to the most erroneous conclusions in regard to the available means which the Trustees of the University of Georgia have had to operate on, from time to time, and from beginning to end. Now, please to accompany me in a faithful, unvarnished review of this whole subject.

In the year 1784, forty thousand acres of land was set apart, by Act of Legislature, for the endowment of a State University. The next year, 1785, the Board of Trustees, &c., were incorporated, which act I will call the charter of

the University of Georgia. In 1798, the constitution made it the imperative duty of the Legislature, at their next session, to provide effectual measures for the improvement and permanent security of the funds and endowment of the University, and as soon as conveniently may be, give further donations and privileges. (It is proper to state, that up to this time, the University had no funds or donations, except the forty thousand acres of wild land, entirely unproductive of income.) Shortly after the adoption of our present constitution, the University of Georgia was located at Athens, on the six hundred acres of land donated by Gov. Milledge for that purpose; which land, at the time, was estimated to be worth about \$1,200. It is proper here to state, that from the adoption of our present constitution, in 1798, a constant and increasing desire was manifested by all the most intelligent and patriotic men of Georgia, to establish and put into operation at once, a College, which should be the germ of a great State University, such as was contemplated by forecast of Abram Baldwin, John Milledge, James Jackson and their associates, when Abram Baldwin drew the first charter of such an Institution, for the Legislature of Georgia, in 1785. But the great difficulty of these patriotic men was, that the funds at their command was wholly inadequate to carry their views into execution. They had tried faithfully, for several years, to raise funds, by leasing out the University lands in small parcels. The result was that the lands were greatly injured, by the destruction of the best timbers, and every other depredation which could be committed on wild lands, and little or no rents could be collected from that class of tenants who occupied the lands. For indeed, in those days, no sensible, industrious man in Georgia would lease or rent land; because it was preferable to take up land, at that time, under the head right laws of Georgia, and become the fee-simple owner, than to be a mere tenant for a limited time. In the year 1800, good lands could have been bought in almost any part of Georgia for one dollar per acre. I was born in the year 1783, and my grandfather, who was the grantee of a large quantity of land in Oglethorpe county, since my distinct recollection, sold four hundred acres of good medium land, in that county, for one rifle gun, and another four hundred acres, of a like quality, for a fancy saddle horse. Thus it may be seen how very poor the University of Georgia was, at the commencement of the present century. And but for the indefatigable exertion and untiring energy of the men whose names may be found on the list of the Trustees of the University of Georgia, throughout its struggles, where would the educational pride of Georgia stand, at the commencement of the year 1860? In 1801, the Trustees determined to put a College into operation. By the patriotic donation

of Gov. Milledge, they had plenty of ground, and a most eligible site to build upon; but they had no houses, or money in hand to build them, or even funds to pay a President of a College an adequate salary, or aid him by a Faculty of any sort. Yet that most excellent man, with all his attainments, Josiah Meigs, L. L. D., was induced to accept the Presidency, of what has been called Franklin College, ever since the year 1801; with a limited and precarious salary, and if I am to rely upon record, without the aid of a Professor, or even a Tutor, and he continued in that office, until 1811, his first classes sometimes reciting under the shades of a large oak, for the want of a better shelter. Yet, in the eleven years of Mr. Meigs' Presidency, upwards of fifty students were graduated, and received their regular degree of A. B. If curiosity prompts the inquiry, how Mr. Meigs was able to carry on the ordinary studies of College, with but little aid of Professors or Tutors, I am not prepared to answer. But I can affirm that these graduates, as a whole, were ranked amongst well educated gentlemen, and many of them have been distinguished, in the annals of our country, for their distinguished usefulness, and occupancy of high official stations. It is proper to state, that President Meigs, during five years of his service had the assistance of one Professor, and five years the assistance of one Tutor, and that the College ceased operations one year, at the close of his service, for the want of funds. After which, the Institution struggled on five years more, under the Presidency of Doctor Brown, assisted by a Faculty of four Professors; during which time, there were upwards of twenty graduates. And for several years after this, the Institution was greatly impeded for want of funds, in its progress. But in regard to the financial condition of the Institution, it may be proper for me to state, that I presume the several appropriations referred to by Mr. Thweatt, are correctly stated, and afforded the means to erect College and other buildings, which were indispensable to its operations and continuance. For there never had been any nett profit derived from the University, until after they were sold, and converted into bank stock, and according to Mr. Thweatt, which I believe to be correct, these lands sold at a very depreciated value—brought about \$150,000, the bonds and mortgages for which, was graciously taken by the State, for, and in consideration of \$100,000 in bank stock, guaranteed to pay an interest of eight per cent. And here commenced the first and only efficient endowment of the University of Georgia, by the State taking the depreciated proceeds of the forty thousand acres of University land, at a discount of 33½ per cent. No man among the living, more highly appreciates the character of Governor Milledge, than I do. I would be the last man to detract from his merit and character. But

it is altogether wrong to estimate his donation at \$40,000, when in fact, I presume it did not exceed twelve or fifteen hundred dollars. The enhanced value of the lands donated by Gov. Milledge arose entirely from the location of the College, and the skillful manner in which the Trustees have disposed of lots, &c., and their exertions in bringing commerce to the place by Railroad. After all, I believe that the State has been fully re-imbursed for all its appropriations, out of the proceeds arising from the sale of the thirty-five thousand acres of the University lands, and still stands indebted to the University fund, the value of five thousand acres of the best Georgia land, to make up the deficit in the forty thousand acres donated to the University in 1784; five thousand acres of the land given to the University, not being within the limits of the State, but lying and being in the State of South Carolina.

At any rate, no competent man, who will take the labor to investigate the subject thoroughly, can possibly come to a conclusion different from the following, to wit:

If the Legislature of Georgia in the year 1784, had set apart, sacredly and inviolably, \$100,000, with a guarantee of 8 per cent. interest on the same, as a permanent endowment of a State University, and if said endowment could have been as well managed as have been the assets which have come into the hands of the Trustees of the University, during that time, Georgia would at this day have had a Literary Institution, inferior to none in our Confederacy of States. It can be maintained from the Legislation of the State of Georgia, its whole Legislation on the subject included, that the University has not, from first to last, received an endowment equal to \$100,000, at an interest of 8 per cent. per annum; and yet, the facts and figures are so arranged in the Comptroller General's report, as to make it appear that the University endowment amounts to the large sum of \$304,500. This is done, however, by adding the individual donations of patriotic and liberal-minded individuals, which cost the State nothing, and leaving out of the calculation the gratuitous labor of converting much raw material into most valuable fabrics.

But taking this Report as we find it, and as it was doubtlessly intended by the author and for which I give him all due praise, and without intending to cast the slightest censure upon him, what is the result before us? The Report shows that from first to last—since the year 1784–5; there has come into the hands and been placed under the management of the Trustees of the University of Georgia from all sources,

The aggregate amount, total of.....\$304,500
The same Report shows that at this time, that the

Trustees have in safe keeping for the State, cash
and cash assets, to the amount of.\$306,500

The stock invested has increased.\$ 2,000

Now let us for a moment investigate the profits which the State have received upon its stock thus invested, under the management of this Board of Trustees, who work for nothing and find themselves.

This Institution has graduated about a thousand young men. It has, to a greater or less extent, educated about two thousand more; so far as to enable them to take rank amongst well educated and professional men, in all the useful departments of life; scarcely a drone in society to be found amongst the whole. Look to the sacred and high office of the Gospel Ministry; look to the Bench, which presides over our Judicial Tribunals; look to the Bar; look to the Halls of our Legislature—State and Federal; look to all the elevated positions among men—farmers and all; and you will find this often disparaged but glorious old Institution, Franklin College, nobly represented; represented by men, able to measure strength with giants of our glorious land.

Our State Institution has its representatives on the Pacific Ocean; Presidents of Colleges, and many other high schools. Our Judges are found on the Bench of the highest Courts. It is true that we are now favored with having many of our most valuable and distinguished citizens, who were educated out of Georgia; but the graduates of old Franklin will be found at the basis of our best educational hopes, and has laid the foundation for the multiplication of similar Institutions, which are now doing a noble work.

In conclusion, allow me to say, that I do most firmly believe, that the history of no similar institution in the United States, or elsewhere, will compare favorably with the one now under consideration when we compare resources, economy, success and everything appertaining to such Institutions. I am only at the threshold of what I had intended, but the sun is gone, and I must close.

Yours as ever,

WILSON LUMPKIN.

[*Letter from Wm. J. Sasnett.*]

OXFORD, GA., Oct. 16th, 1857.

Thomas R. R. Cobb, Esq.:

DEAR SIR:—Deeply interested as I am in the cause of education everywhere, and especially in my own native State of Georgia, it affords me great pleasure to comply

with your request so kindly conveyed in your letter of 9th inst., that I should give you my views as to the policy that ought to be adopted in the future management of the Institution at Athens.

It must be evident, it seems to me, to any one who gives the slightest reflection to the subject, that that Institution can no longer prosper under its present organization as a mere college. If there were no other causes for this, if there were no causes for this existing inside the establishment itself, the theory and practice of denominational education, as it is destined to prevail throughout our State, will inevitably crush it, or at least reduce it to an inferior, second-rate affair. The doctrine that it is the business of the Church to provide for the education of its young, fostered by denominational feeling and pride, has already led to the practical subjection of most of the higher education of the State to the control of the Church. And such has been the success of the experiment thus far, and such is the growing liberality and zeal of the people in this direction, that it is safe to conclude that the day is not far distant when all the churches of which the population of Georgia is composed will have provided in their own way, and upon their own responsibility, all the necessary facilities for imparting at least the collegiate education which their youth of both sexes require, and when none other but denominational colleges will have sufficient hold upon the public mind to secure a respectable support. It cannot be denied that there is a growing public sentiment that the educational process, especially as it respects the moral aspects involved, is safer when conducted under the auspices of the Church. And this sentiment, strengthened as it is by denominational predilection and preference, is destined without doubt to secure to the Church the monopoly of at least the collegiate education of the people. And Franklin College, which, by virtue of the conditions of its establishment, can never be classed among denominational institutions, or at least be publicly managed as such, must go down under its influence.

But denominational education will tend to crush Franklin College as such, not merely directly by diverting from her patronage, but likewise indirectly, by causing to be withheld from her that legislative aid which she must from time to time have, in order that she may be furnished with the facilities necessary to make her what a college should be, and to enable her to keep pace in her capabilities with other competing colleges. Without assuming to be well acquainted with the internal condition of Franklin College, we suppose that in order that her buildings may be properly kept up and enlarged, as occasion may require, her Library Apparatus and Museum sustained and increased, as

her wants may suggest, her Professorships increased in number, as the growing demands for fuller, more elevated education may call for, she requires means more ample than her ordinary income will supply,—in other words, occasional appropriations from the State Legislature. In fact, her frequent applications to the Legislature for aid of this kind, and for these specific purposes, justify this opinion. But it is perfectly natural, as the various denominations of the State constitute the principal payers of the taxes from which these appropriations are to be drawn, that they should feel that common justice requires that their colleges should share equally in the benefit of this aid, and should withhold their support from any movement to sustain, by pecuniary assistance, a rival educational establishment which did not embrace theirs within its provisions. And numerous as these colleges are now, and especially as they will be when all the denominations are fully represented in this respect, it will be at once evident that any effort to secure for Franklin College these appropriations so absolutely necessary to her proper progress, and to her successful struggle with other competing institutions, must be so far embarrassed as always to insure its defeat.

But even if the prosperity of Franklin College were not rendered impossible by these different causes, there is a cause of drawback and decay found inside of the establishment itself, that must always cripple and depreciate it. We refer now to that want of harmony, those elements of discord and mutual distrust, which must always exist to some extent in the Board of Trust, and largely in the Board of Instruction, so unfavorable to the successful management of the Institution, and so well calculated to maintain in the public mind a want of confidence in its claims and efficiency. We forbear to enlarge upon this point. The recent history of the Institution affords a lamentable illustration of the position here assumed. And we have only to say further, in regard to it, that while this particular cause of damage is enough in itself, whatever might be the chances of Franklin College for success otherwise, to work out its decline and utter failure, yet it is one not merely temporary and occasional, but one which necessarily and inevitably follows from the mode by which its Faculty and Board of Trust are constituted; and hence may be expected to be always both prominent and active.

But, if Franklin College must go down, if continued under her present organization, the question is, cannot some plan of re-organization be adopted—cannot the Institution be placed upon some new basis which will prevent this untoward issue, and still make her a most valuable educational agency. I take leave to answer in the affirmative, that this something can be done, and that the present is a most aus-

picious period for taking the necessary steps to accomplish it. Surely, if this can be done, no Georgian can be indifferent to it. The desire to continue the active existence of an Institution which has hitherto contributed so efficiently to further the highest interests of the State, the consciousness of the value of education as the great instrument of amelioration and progress, must surely enlist in behalf of this object the zeal, not only of every alumnus of the Institution, but of every citizen of Georgia interested for the weal of the commonwealth and the progress of his race.

The plan I propose is this, that she should surrender her organization as a mere college, and adopt that of a university proper. There are two distinct conceptions of what constitutes a university. *First*, the English conception, examples of which we have in the Oxford and Cambridge Universities. *Second*, the German conception, examples of which we have in the Gottingen and Halle Universities. In the English scheme, the college feature is not only retained, but is prominent—the University being in fact but a confederation of colleges and its superiority consisting in the fact that, by reason of the extent of its resources and facilities, and the combination of talent and learning found in its extended list of instructors, greater advantages for extending and perfecting education are enjoyed than can be provided in a single, isolated college. In the German scheme, however, the University is an establishment entirely in advance of the college, and is strictly supplementary to it. It pre-supposes and rests upon the preparation of the college, just as our colleges in this country pre-suppose and rest upon the preparation of the academy. Just as in this country the college is an institution after and higher than the academy, so the University of Germany is an institution after and higher than the Gymnasias (institutions which correspond to our colleges)—the latter sustaining to it strictly the relation of preparatory schools. Now it is the German conception of the university, and not the English, which I would seek to realize in the proposed change at Athens. Not, however, on the ground of partiality for German methods, but because the English scheme of an assemblage of distinct and numerous colleges is in this instance wholly impracticable, and because the scheme of an establishment in advance of the college, whose object is the elevation and further extension of the educational course, is both simple and feasible; and because, further, this scheme is disconnected from grounds of opposition which, in numerous quarters, will be felt to apply to the other, and which, in my judgment, would and ought to be fatal to all unanimity in its support.

The scheme, then, of a University which I would propose, would embrace the following specific conditions:

1. That it be an establishment whose object is, first, to give opportunities for extending and perfecting education beyond the limits attained to in the colleges. Second, to encourage, by the facilities and opportunities it affords, research, invention, discovery and authorship.

2. That, to make it in fact what it is designed to be, an institution in advance of the college, and to secure in its members that previous discipline and scholastic acquirement, adapting them to this contemplated and implied stage of advancement, the exhibition of a diploma from a college below, certifying the fact of graduation, shall be the condition upon which admission to membership depends,—the college being made thereby to sustain the relation to the university of preparatory schools!

4. That the course consist of lectures in the three great departments of Law, Medicine, and Literature proper,—the Literary Department embracing every branch of study which belongs to a course of education considered in its most extended sense.

4. That it be authorized to confer Degrees upon those graduating in the Departments of Law and Medicine; and that the course in the Literary Department shall consist of two years, at the end of which the Degree of Master of Arts may be conferred.

5. That the Faculty, whose duty it shall be to deliver these Lectures, shall be constituted of the first talents and learning, which it is practicable to secure in our country, and that, to provide such a Faculty, the salaries shall be of the most liberal and attractive character.

6. That arrangements be made in the way of Buildings, Library and Apparatus, including Cabinet and Museum, on the most enlarged and commanding scale which the present progress of the world will allow; so that every possible facility may be offered for the highest possible extension of the course of education, and every possible advantage may be offered to authors, and all engaged in the prosecution of literary and scientific researches, who may be disposed to resort hither, to aid them in their labors.

7. That the policy, if not adopted at first, be gradually looked to, of establishing Fellowships, such as obtain in the English Universities, by which, learned men and promising authors being placed upon them, may be enabled to give themselves without let or hindrance to science or literature; thereby conferring blessing upon the country, and reputation and honor upon the Institution.

It will be perceived that the grand distinction of this proposed Institution is, that in its course and objects it is above and after the college; this fact being made sure, by requiring a Diploma from some one of the regular colleges as the indispensable qualification for admission into any of

its Departments. It may be thought at first view, that however judicious this may be for those proposing to enter the Literary Department, yet that it is too rigid and exclusive in respect to those who may wish to avail themselves of the Law and Medical Departments. But the slightest reflection will show that the effect of this will be directly to elevate the standard of Professional education, indeed, the entire cast and tone of Professional life. The easiness with which men may get into the professions now with an exceedingly limited literary education, has, without doubt, exercised a degrading influence upon the position of the professions in this country. This feature in the proposed University, which requires a full collegiate education as a condition precedent to admission to the advantages of its Professional Departments, in that it presents a favorable mode for counteracting this depressing system, and for securing a needed progress in the character and position of professional life, is abundantly vindicated, not only as wise and judicious in itself, but as one of the most important that could be embraced in the scheme of such an institution.

The great design of the University is to carry forward education beyond the limits reached by the College. If it were the policy, then, that others besides graduates of Colleges could enter it, of course this end would be defeated. But if on the contrary the principle is adhered to, as the great characteristic of the Institution, that only those whose education has already reached the maximum limit of the College are eligible to membership in it, then, of course, whatever education the University dispenses, is that much in advance of and supplementary to the usual curriculum of the College; and the great object of a more elevated educational system would be through its instrumentality realized. There can be no doubt that the civilization and progress of this country has outgrown its existing educational agency. The time has come when we need a more extended course of education, than is at present provided for in any of our existing institutions of learning; when the studies now embraced in our systems must be more thoroughly and critically taught, and when a variety of other studies, which the progress of society has made indispensable, but which are now left out, must be embraced. But our college system is incapable of the expansion necessary to meet these wants. To attempt it, would be to restrict its capacity to fulfill its own peculiar functions, would be to diminish its power to diffuse education, an object which is not less important than to elevate it. It is by means of a supplementary class of institutions, which begin their courses where the College leaves off, that this higher work is to be performed—this great and growing demand is to be met. And if the institution at Athens be

converted into a University, fulfilling the conditions I have specified, it will be the glory of Georgia, that she was first to lead the way in the provision of this higher class of educational instrumentality.

I have no idea that the scheme for converting Franklin College into a University, will be sustained by the people of Georgia, unless the College feature is entirely abandoned. First, because if the College remains, and the making that institution a University consists simply in adding on certain new educational provisions, it will be understood by the friends of the other Colleges, that the appropriations made by the Legislature will only go to increase the advantage of that department of the University, constituting the College proper, for a successful competition with these Colleges; and they never will consent to these appropriations unless these other Colleges are made objects likewise of the public munificence. Second, because if it retains the College feature, the whole theory of Denominational education, and the feeling which it engenders, will press against the institution precisely as it does now, and precisely the same antagonism will be experienced to its progress and prosperity. But if it abandons its College organization, taken, then, out of the competition with the Colleges as it will be, and constituted as it will be of young men having passed through the processes of the Colleges below, these institutions will all rally to its support. It will be then to the interest of every College in Georgia to uphold the University, and to co-operate in the most liberal efforts to promote it; since the reflex influence of the University will be favorable to the prosperity of the Colleges. The Colleges, then, in fact, will become the feeders of the University, the broad basis upon which this great central institution will rest; and every denomination and every class of interest in Georgia, delighting in its prosperity, will unite with promptness and zeal in the most liberal measures for its support.

It may be, that constituted as the University would be of those only who had graduated at the Colleges, its patronage would be at first small. The demand for Collegiate education was at first small. The first demand for a higher type of education is always comparatively restricted. But the only question always to be asked is this: Has the time come when the country needs—when the existing civilization needs, this higher class of educational agency, this advance in the educational provision. If so, as the history of the College has proven, the assurance is already given that the supply will both create and invite demand.

The grounds upon which a large and growing patronage of such an institution may be confidently expected, are these: 1st, the consciousness which is beginning to be generally felt of the insufficiency of the education of the Col-

leges, and of the necessity of prosecuting the educational course beyond the limit of the Colleges, in order that it may accomplish its full results as an intellectual discipline, and in order that it may be practically more available in actual life. 2d, the growing demand for elevated professional education, and the growing uses of higher science and the profound principles of knowledge in the arts and business of practical life. 3d, the length of time which often intervenes between the period of graduation in the Colleges, and the period of legal and actual manhood, and the reasonable presumption that many will avail themselves of this interval to prosecute their educational course in the University, especially those whose pecuniary means interpose no barrier, and especially, too, in view of the eclat which in a growing sense is destined to attach to University education. 4th, the influence which fashion and conventional understanding will inevitably give to University education; so that, as once Academical education was regarded as ample to entitle one to the reputation of an educated man, but the establishment of the College superseded this standard, and erected a higher one in its stead, so the establishment of the University will in like manner, and for the same reasons, correspondingly elevate the standard of educational respectability; a result, as is at once evident, that would insure the ample popularity, and patronage, and success of the University system. 5th, the fact that this University, opening up as it would a new era in the education of our country, and as the first and only one in the land, would have the entire range of all the Southern Colleges to rest upon as a basis; the fact that it would be located in the Empire State of the South, which has already a noble prestige among her sisters of the South, and the fact that coming into existence at a time when her sons are being shut out by a fierce fanaticism from the institutions of the North, to which they have hitherto resorted in search of a higher education, it is an auspicious period for concentrating an entire Southern interest upon the enterprise, are all favorable indications, indeed, indisputable evidences, of the correctness of the position taken, that this Institution, once established, will not lack of the most extended support.

I conclude with the expression of the hope, that Georgia will not fail to do herself the enduring honor of availing herself of the splendid opportunity now before her to lead the way in the provision of this higher educational instrumentality, now the great demand of her people, now, indeed, the great demand of American civilization, by the establishment in her midst of a noble University.

Very Respectfully,

Your Obedient Servant,

WILLIAM J. SASNETT.

[*Letter from Rev. N. M. Crawford.*]

MERCER UNIVERSITY, October 6th, 1856.

My Dear Sir:

According to my promise, I will now endeavor to write you the substance of the remarks on our educational policy, which I expressed in conversation with you when I last saw you. I am pressed for time, and must write hastily.

Besides a good system of Common Schools, we need in Georgia, first, a more uniform system of instruction in our Colleges and Academies; and secondly, a more elevated and thorough course than any of our Colleges can give, or indeed profess to give.

The only attempts that have been made to produce uniformity, have been the voluntary Conventions and Associations of Teachers which, from time to time, in the last twenty-five years, have been organized. These have all been abortive; and all similar attempts must be failures.

We have attempted to provide an elevated and extensive course of instruction by increasing the number of studies taught in the regular College course. But, in a four years course, to teach everything that ought to be taught is impossible, and to attempt it is absurd. The public may be imposed upon by our catalogues, but both Professors and Students know very well that it is an imposition. A considerable portion of the studies laid down in the course is either not taken up at all, or skimmed over in the most unsatisfactory and perfunctory manner. If we relieve ourselves of the charge of imposition by saying that we profess to give a smattering only of some of the sciences, and that the public so understand, our apology furnishes the strongest proof of the necessity of an institution where the most elevated, the most extensive, and the most thorough instruction in all the sciences can be communicated. The age demands something better than smatterers and sciolists, and the State should furnish facilities for supplying the demand.

The two great wants, then, which I have mentioned, can, in my opinion, be provided for only by organizing an institution of higher grade than any now existing, and by securing concert of action among the existing institutions by a stronger tie than mere voluntary co-operation. The State can unquestionably establish a University of the highest order, and I have no doubt can receive the co-operation of all inferior institutions.

The fathers of our commonwealth, seventy-one years ago, passed an act for the establishment of a University. Our Constitution, adopted fifty-eight years ago, provides that "the arts and sciences shall be promoted in one or more seminaries of learning," and directs that "the Legislature shall, as soon as conveniently may be, give such fur-

ther donations and privileges to those already established as may be necessary to secure the object of their institution." Thus, in the most solemn manner, has Georgia recognized the duty of educating her own youth. The policy of the Legislature appears to have contemplated one University or College for the State, and an Academy in each county; and the *Senatus Academicus* are empowered to "prescribe what branches of education shall be taught and inculcated in each" Academy and School. It is further enacted that "The President of the University, moreover, as often as the duties of his station will permit, and some of the members [of the *Senatus Academicus*] at least once in a year, shall visit them [the Academies] and examine into their order and performances." If this policy had been adhered to, and these provisions faithfully carried out, complete uniformity would have been secured; and as constant supervision would have detected all defects, remedies could have been applied, and the system would have maintained its symmetry, and might have been perfected. But from obvious causes, the supervision was of the slightest kind; no visitations ever took place, and no course of study was ever prescribed. Incorporated Academies were multiplied in the several counties, because every neighborhood that wanted a school, desired assistance from the Academic Fund, till at last aid was taken from them all, and the Academic and Poor School Funds were consolidated, to be called and only called a Common School Fund.

Our system, as originally planned, was sufficient for the wants of the State at that time. The lapse of two generations, and the general improvement of the country and the advancement of science, make the State University, as at present organized, unequal to the demand, and, as we have seen, uniformity never was attained.

Besides the State College, there are now three other Colleges, Emory College, Oglethorpe University, and Mercer University, besides the Military Academy at Marietta, in operation with good degrees of success. There are also some other institutions projected and just commencing operations. When the Denominational Colleges were first organized, many who claimed to be the peculiar friends of the College at Athens, looked upon them with suspicion and jealousy, as if their success must prove detrimental to the more ancient seat of learning. The result shows that these fears were groundless. The establishment and success of these younger Colleges has been beneficial to the State College in more ways than one, and the friends of Athens are now most ready to acknowledge it. The Denominational Institutions have advanced the cause of Education. They have educated numbers of young men who otherwise would have been uneducated, and by a generous rivalry

with each other and the State College have raised the standard in all. But neither the State University, as at present constituted, nor any other of our Collegiate Institutions, does or can give the high course which ought to be within the reach of our sons.

The State needs a University in fact as well as in name. Let Franklin College, at Athens, be made that University, and let the present Denominational Colleges, and such other local institutions as may hereafter be organized, be brought into harmony and co-operation with the University.

To make Franklin College properly a University will require an increased endowment. But is not Georgia able to grant the funds necessary for that purpose? Are not the Alumni of the College, and the friends of education sufficiently numerous and influential—are not the people of Georgia sufficiently enlightened to do what the interest, the honor of the State demands? I believe (and I have sufficient means of forming a correct opinion.) that our Colleges impart instruction as thorough as Northern Colleges; but we want something higher than the College. The University should have a department of Law, of Medicine, and of applied and professional Science. For obvious reasons, Theology should be left to the Denominational Colleges. All the departments except the Medical should be in Athens. The Medical College in Augusta, as the oldest, best established, and most flourishing Medical School in the State, might be adopted as a branch of the University, but one or more of the Professors might deliver a summer course of lectures in Athens on Anatomy, Physiology, Medical Jurisprudence, or other suitable branches of science. If the University in Athens be constituted in a manner worthy of the intelligence, wealth and enterprise of the State, the first want will be supplied; and when I look over the list of your Colleagues in the Board of Trustees, I must believe that you will find among them men zealous, ardent and efficient. The object proposed is surely worth more than a party triumph.

But the first want supplied, how may we secure the second? How obtain a uniform course of instruction? I answer, by keeping in view the model presented by the wisdom and patriotism of Baldwin and Milledge, when they planned and established the University of Georgia, varying from it only as time and progress show that variance is necessary to the perfection of the system. Let the educational establishments of the State be brought into harmonious alliance—cemented into union. The common schools shall form the broad and strong foundation; above it shall rise the academies, then shall tower the colleges, and, over all, the university shall ascend and constitute the apex—the whole forming indeed “a mental pyramid” far

more glorious than the structures of Egypt, for, instead of being a monument of a dead tyrant, it will be an edifice which shall secure forever the intelligence, virtue and liberty of our people.

In granting future charters of incorporations to colleges and academies, provisos may be inserted to secure uniformity and subordination. In regard to existing colleges, such provisions should be adopted as will gain their assent to the plan proposed.

I suggest that the denominational and local colleges (all I mean which have been endowed by private munificence) be brought into union with the University, so as to be subject to certain regulations prescribed by the *Senatus Academicus*, and at the same time to maintain their separate organization and peculiar characteristics. Mercer University, for instance, has been established and endowed by the Baptists of Georgia, with direct reference to the education of Ministers. But, in connection therewith, regard is wisely had to thorough instruction in Literature, Art and Science. And I am persuaded that this Institution has done and is doing a work worthy of her honored name and of the State. Now there is nothing sectarian or denominational in literature and science, and Mercer University, while maintaining her own system of Theological instruction, may cheerfully co-operate with other institutions in a uniform course of collegiate studies. I make this remark the more confidently, because I know that her Faculty have felt serious disadvantages from want of such uniformity. Let each local college, then, have its own Faculty of instruction under its own Board of Trustees, and arrange all its internal affairs in its own way, but let the course of literary and scientific study be prescribed, or at least approved, by the *Senatus Academicus*, and let it to a certain extent be subsidiary to the University course. I would not lower the education imparted at the colleges, but limit it in such a way that what is learned shall be more thoroughly known. Thus, while those whose whole academic training shall be confined to a college course shall be benefitted as much as at present, those whose circumstances make it desirable and convenient for them to obtain additional instruction shall find their previous studies in full harmony with the University course.

It may be objected that this plan, nevertheless, will deprive the colleges of their present independence, and place them in an inferior position. Inferiority of position is merely relative; and education, above all things should be free from envy and jealousy. If the State shall establish a University of high order, the colleges will in fact be inferior to it, though there should be no recognized or legal subordination. My desire is not to degrade the colleges,

but to elevate them, and I believe this can be done by organizing a still higher institution, which shall be above their rivalry, and shall help them to ascend.

For the loss of the absolute independence now enjoyed by the colleges, however, some compensation should be received. I suggest, therefore, that each college submitting to the regulations of the *Senatus Academicus* shall receive from the State an annual stipend, say two thousand dollars. Aside from the advantage to be derived from a uniform system of instruction, it appears but just that the State should aid those institutions which are performing a duty which the Constitution devolves upon the State itself. No one can deny that the local colleges are doing an important work in educating the people, a work which the State ought to do, which the State College did not and could not do (for whatever its facilities for teaching might be, it did not and could not rouse the people to avail themselves of its advantages, as the local colleges have done). Now, as the supporters and founders of the colleges have raised large amounts by private liberality to do the State's work of education, it is but right that the State should aid in carrying on the work. And, on the other hand, when the State gives aid, it is but right that it should have some supervision in the use of the funds granted. Another idea may not be inappropriate here. I have said that the State University should not teach Theology; but the best interests of the State and people require that ample provision be made for the instruction of the ministry. This is best done by the religious denominations, but it appears not unreasonable that the aid of the State should be granted to those institutions which are doing an important work of education which the best interest of the people requires to be done, and the State is incompetent to do.

If, however, the requirements of the *Senatus Academicus* should be harsh and severe, the colleges may at any time resume their independence and give up the State aid.

As a further bond of connection and source of sympathy between the University and the colleges, the latter should have the privilege of sending a portion of their graduates (say one-fourth) free of cost, to the University, either in the literary or professional departments. If reference be had to scholarship in the selection of these, it will furnish a more active stimulus and confer more substantial benefit than the present system of honors.

On the other hand, the colleges might be required to receive, without charge, a certain number of students from the academies. Not the poverty, but the scholarship, of the applicant should decide their selection. Other provision should be made for charity scholars.

Before granting the State aid to any college, satisfactory

evidence should be received, that such college is in possession of a certain endowment, say \$50,000, well secured. It might be well to allow the institution to pay her endowment into the State Treasury, to be funded at the regular rate of interest. In order to carry out the plans herein suggested, it will be necessary to remodel the *Senatus Academicus*. As at present constituted, that body is impotent for good. I would suggest that it be composed of the Governor of the State, the President of the Senate, the Speaker of the House of Representatives, the Judges of the Supreme Court, two gentlemen from each Congressional or Judicial district, elected by the Legislature, (and, if such a thing be possible in these days of blind party domination, selected on account of some other qualification than party allegiance,) and one member selected by the Faculty or Trustees of each college. A *Senatus Academicus*, thus constituted, would be competent to supervise and direct the educational interests of the country, and to it the colleges would cheerfully submit their plans of instruction and course of study, especially when this submission is attended by solid benefit to themselves.

I believe I have given you the substance of the suggestions I threw out in our conversation. In giving this outline, I have avoided unnecessary detail. If there should be a probability of the adoption of any general system of education, the details must be determined by consultation of wise and experienced men. I submit this project to you as a tried friend of education, an ardent supporter of our common *Alma Mater*, and enthusiastic advocate of whatever may best advocate the interests of your countrymen. If there is in this scheme a germ of merit, I trust that you will unfold it; if there is any chance of carrying out the plan or any of its parts with successful and beneficial operation,—if anybody, you can accomplish it. I shall be happy if I have succeeded in giving any view which, upon mature reflection, you shall approve, or any impulse which will induce you to devote your time, talent and enthusiasm to the great cause of education. You spent ten years in establishing the Agricultural Association. Where can you find a nobler object for the use of your abilities than in establishing a great and beneficial system of education in your native State?

*“Si quid novisti rectius istis,
Candidus impuli, si non, his utere mecum.”*

I am, very truly, your friend and brother,

N. M. CRAWFORD.

To the HON. D. W. LEWIS.

OGLETHORPE UNIVERSITY, March 21, 1856.

D. W. Lewis, Esq.—Dear Sir :

In behalf of the friends of sound education in Georgia, I thank you and other advocates of the good cause, for the liberal and enlightened views you so zealously urged on the attention of the Legislature at its late session. Those efforts will be properly appreciated by a discerning public. Patient perseverance in a good cause rarely fails of ultimate success.

I cheerfully comply with your request to give you such thoughts as occur to my mind, as worthy of consideration in future legislation.

As citizens of Georgia, native and adopted, we have, perhaps, been ringing the changes long enough, for all the purposes of an honest pride, upon our excellencies of soil and climate, our extent of territory, and our unparalleled local position and advantages. We may stand still, talking and boasting, until our soil is washed away from beneath our feet, and our forty thousand men and women who cannot read or write, are multiplied through their posterity into a crowd of population that will prove utterly unworthy of their inheritance and inadequate to meet the grave responsibilities that appertain to such a domain.

The true glory of any State, is the virtue, intelligence and industry of its people, and these are the objects to which true statesmen and philanthropists will address their earnest energies.

I regret that the bill which you offered in the lower House and which passed by a respectable vote, was lost in the Senate. As I understand it, it provided means for the liberal education, including board and tuition, of one promising youth to be selected from each county in the State. With some small amendments, it would have been an admirable practical advance on all former legislation. These youth were to obligate themselves to teach school, for a limited time, in the counties from which they were sent, as a consideration for the boon conferred on them.

The present crying want of Georgia is a supply of competent native teachers. Few persons, except those connected with literary institutions, have any conception of the unsupplied demand for good native teachers. Probably four fifths of the applications to the President and Professors of our Colleges for teachers, cannot be met. Your plan would have gone far to meet these necessities, and within a few years would have answered them all. And besides drawing into the service of the country a large amount of talent and genius, that will else live and die in obscurity, it would have awakened in many a family and social circle an

educational spirit, and sent from a hundred centres of influence, a benignant power all around.

The proposition of Mr. Speaker Stiles, was also highly worthy of adoption. It proposed to send a State Superintendent of Education to plead the cause in all the counties to awaken public attention to the subject, and to investigate the wants of the various sections. This feature, I think, ought to be appended to any system that shall be adopted, and it should be made the business of some one man to supervise the whole matter.

An able State Geologist should be employed without delay to analyze the soil of the various counties, and to spread light in relation to agricultural chemistry. Besides this, there should be an agricultural professor in each of the leading Colleges of the State, supported, to some extent, by public funds, who should spend a portion of his time in delivering popular lectures to a section of the counties assigned to him.

The State College ought to be munificently endowed and officered by a corps of profound teachers, whose duty it should be to deliver lectures on every department of science that is valuable to the people, and to which young men might resort with the assurance of getting the very ablest instruction in every department of knowledge—Law, Mental and Moral Science, Physiology, Philology, Modern Languages, Engineering, Mechanics, Manufactures, &c., should be thoroughly taught to those seeking information. There should be no necessity to send a son of Georgia out of the State to secure the most finished education in any department that looks to the advancement of society.

The Virginia University, and the Lawrence Institute, at Cambridge, Mass., are the only two points in the whole country to which a young man can resort with assurance of obtaining a profound knowledge of the practical sciences; and their crowded halls demonstrate the wisdom of their endowments and the necessity of their provisions for the wants of the age.

A plan, I apprehend, might be devised in Georgia to harmonize the apparent conflicting educational interests and concentrate them all into one beautiful and efficient system. The liberal supporters and advocates of the respective Denominational Colleges in the State sometimes make objections to enlarged appropriations to the State College, on the plausible grounds that they choose another mode of education, and that it would be unjust to tax them for a State Institution, of which they do not avail themselves, whilst they are making sacrifices in another way, more agreeable to them, to promote the enlightenment of the age. These difficulties, I apprehend, might be reconciled by an enlightened and liberal plan, that would unite

the views of all parties. My plan would be the following : Let the State select a leading College from each of the different Denominations and endow a Professorship therein, and aid to improve its Library and Apparatus. And then, in turn, let all parties rally manfully and cordially around the State College and give it a thorough and ample endowment, and thus make it worthy of the State. One happy collateral effect of aid extended to the Denominational Colleges selected, would be the gaining and sustaining a higher standard of education in these Colleges. For, in some of the Denominations, there is a dangerous tendency, just now, to multiply their Colleges too fast. In this way there is incurred the hazard of lowering the standard by a necessary limiting of the patronage to too contracted a field for the adequate support of a competent set of able teachers, with the proper appointments. These Colleges have already done a great work for Georgia in enlightening the people and multiplying good teachers. They have never, as yet, cost the State Treasury one cent, and it will be but an act of sound policy and sheer justice to extend help to them in a judicious and discriminating way, and to a limited extent. If the enlightened christian public would confine their views to the one fact alone of the increased enlightenment of their religious teachers in the sacred desk, resulting from these denominational Colleges, they would feel the wisdom of the fostering care of the State.

Let the State University bend its efforts mainly towards finishing a complete course of education ; and let the other Colleges confine their teaching to undergraduates alone. This division of labor would prove judicious ; for it is found by experience, that a professor whose business it is to deliver profound and learned Lectures to graduates, cannot well come down from his high department, to drill youth in the elements of Mathematics, Languages and Natural Science. In the Virginia University, the instructors do far more justice to resident graduates than to their undergraduates. The Lawrence Institute, as I understand, is entirely devoted to Lectures and Experiments, and its pupils are graduates—if at all—either of Harvard College, in its vicinity, or some other Institution.

In addition to all these provisions, there should be some system adopted, as far as practicable, if necessary, by itinerating schools, in part, as in some portions of Europe, to reach the forty thousand who cannot read or write. This can be done only by degrees, as portions of our population are so sparse, and the other methods would have a tendency gradually to meet this want.

My plan, then, embraces all these propositions, viz : the liberal education of a boy from each county, at the public expense ; a State Superintendent of Education ; a State

Geologist; a thorough endowment of the State University and the endowment of an Agricultural Professorship in one College each, selected from the Denominational Colleges, with the duty assigned of traveling during part of the year to deliver popular Lectures. All of these appointments are important, but the adoption of any one of them would be making a good beginning, and would prove so much clear gain.

And now it will be said by many, at first view, this is a most extravagant and an utterly impracticable scheme. As to its extravagance, I have only to reply, that it will prove the soundest economy, if the value of the object to be gained is to be set over against its cost. But I go further and say, that it is eminently practicable, without imposing any onerous burdens on the people, even if it should require, to carry, it out, one hundred and fifty or two hundred thousand dollars, annually. How, then, shall it be done? I answer, simply by devoting to the great work the whole income of the State Road. I believe that this was the very thing that Providence had in view in suggesting to our eminent statesmen the magnificent scheme of constructing that road. Such an appropriation of its avails would make that road a double blessing and a crowning glory to the State.

I have great doubts whether the State Road should ever be allowed to pass from public control—unless by a temporary loan to a company. In the hands of the State, besides imposing a salutary check on the Railroad Companies, it would constitute a perpetual mine of wealth to the public. It is objected, that it imposes too responsible and onerous a burden on the Executive, and must necessarily be subject to party squabbles and corrupting influence. I reply, let three or four men of integrity, business talents, energy and industry, who shall be above all party influence—and there is no lack of such men to be found in Georgia—be appointed to manage the Road. Let them be liberally compensated, so that they may give to its management the whole of their time.

Or, if this does not meet the views of the public, let it be loaned out to a company for a series of years; or, if it must be sold, let the whole of the proceeds of the sale be first sacredly set apart to carry out a grand scheme of education that will make Georgia a model State of the South, and you have abundant means to meet all the measures I propose.

Without these preliminary arrangements, I fear the sale of the Road would result in the squandering or wasting its avails on some comparatively inferior object.

And, now, how shall the public be brought up to these high views of duty, interest and honor? Let the friends of

education all over the State unite at once and begin to agitate the question. Do for this sacred cause of popular, universal enlightenment and elevation, what politicians do for party purposes—confer, and talk, and write, and plead. Go for one decided educational Legislature—let this be the one idea—seek for a legislature that will immortalize themselves by inaugurating a system of education broad as the wants of the people, and which shall reflect glory on the State for all coming time. The enactors of such a system of education, could afford, if needs be, to be ostracised in view of the solid and lasting good they had achieved. But there would be no danger of this. The good people of Georgia would be prompt in honoring them for their wisdom and far-reaching benevolence of action.

Let a comprehensive plan be matured and presented for consideration at an early stage of the session, and not held back, as many well-matured and elaborate measures of usefulness often are, to the heel of the session, to be hurriedly thrown overboard, and left to lie forever “in limbo patrum.”

Very truly, yours,
SAM'L. K. TALMAGE.

[From the Federal Union.]

[*Letter from Sam'l. K. Talmage.*]

MILLEDGEVILLE, NOV. 9th, 1858.

Messrs. Editors: May I ask the insertion of the following patriotic and liberal views, of the able and distinguished President of Oglethorpe University? They are worthy of the source from whence they came.

Respectfully,
THOS. R. R. COBB.

T. R. R. COBB, Esq.—*My Dear Sir:* You ask for a brief and summary expression of my views as to the relation which education bears to the State and Church, respectively and the proper basis on which educational systems should be organised and conducted.

These are grave questions, worthy of the profoundest reflection of the patriot and the Christian.

Their bearings are far reaching for time and eternity.

Some of the principles bearing on this subject seem to me to be very obvious. But as to the practical details that should guide the action of civil governments, I am looking with intense interest after the result yet to flow from experiments, now in operation in various States of the Union.

The State and the Church are both divinely appointed ordinances—both indispensable to the well being of man. The State looks after the temporal interests of society ; the church mainly after its spiritual and eternal, and subordina- tely, after its temporal welfare.

The State—and especially a Republic—depends for its happiness, upon the virtuous intelligence of its citizens, and must therefore, *ex necessitate rei* cherish education as its life's blood. The church again cannot enjoy enlightened piety in her membership unless she cultivates the minds, as well as the hearts of her offspring ; and she must have some authority to direct education within her own fold, or she has no guarantee for sound religious instruction. Fatal error may sap her sacred foundations if she cannot direct the teachings of her children.

How then shall we harmonise and reconcile the two, and make them co-operate for the attainment of the greatest good? Here lies the practical difficulty, viz: To secure education for the greatest number and to the highest extent, and yet to guard the Temple of Science from false teachings and corrupt sentiments.

There are many districts in every State where the church has but little power—where, from the fewness of church members, or their divisions as different denominations, they cannot systematically and harmoniously co-operate effectively. Here the State must do the work of education, or leave it undone. Again, in the highest departments of art and science, State endowments seem to be called for, to secure the largest facilities for instruction.

My conclusion, then, is, that both Church and State not only have a right, but are bound to teach, or to secure its being done ; and that it is a narrow and bigoted ultraism to discourage the one or the other from the work of teaching. Let them both act ; there is abundant room for both. Let neither be discouraged. There need be no collision, no jealousy, no antagonistic movements. There has been unfounded jealousy against denominational education in Georgia. It is giving way before the happy results which are flowing from these institutions, in the elevation of the standard of enlightenment in the churches, the increased supply of good teachers, the enlarged intelligence of the Christian ministry, the impulse and quickening imparted to the cause of education generally.

As the churches are aiding the State to educate, hitherto entirely without expense to the State, whilst church members have been amongst the largest tax payers, the State may now, in return, well and wisely, afford to aid church institutions and make them her agents to a very large and increased extent, in benefiting both church and State. And

as the churches are interested deeply in the welfare of the State, the various denominations may wisely encourage their members to aid the State in doing, for the enlightenment of the people at large, what the denominations cannot do as separate bodies.

Georgia has now in her hands the facilities for making the most enviable educational endowment of any State in the Union, and of becoming emphatically the model State of the nation. Now is the golden opportunity, and if not improved, it will depart from us, probably never to return. And shall any citizen of Georgia, from the paltry consideration of the few dimes or dollars to be retained annually in his coffers, by lowering of the taxes, oppose a grand educational scheme? The man that has one spark of honorable State pride, cannot be so recreant as to trifle with this opportunity to aid in promoting the lasting glory of his State—such a man is unworthy of the bright heritage with which God has entrusted him.

Let the income of the State road—as the Governor, and other noble advocates of education has suggested—be mainly devoted to the cause of education. Let all parties and interests unite in building up a free school system that will guaranty a good education to every child in the State, encouraging the counties respectively, by voluntary taxation, to add to what the Treasury of the State may give them. Let the denominational colleges be well endowed, and give education to undergraduates. Let all interests unite for a magnificent endowment of a State University, and let all its teachings be confined to those who bring diplomas—except in case of those who confine their studies to a scientific course.

I do not mean by this suggestion to imply the abandonment of the collegiate department at Athens—but the establishment of a separate and distinct University system. I have no prejudice arising from the proximity of location to Franklin College, provided the graduates from all the denominational colleges shall enjoy its privileges upon an equal footing. In this connection, I would add, that in providing for the education of poor young men for teachers at the expense of the State, I see no objection to the State giving a preference in numbers to her own college. The several denominational institutions are sustained and supported by the religious sentiments of their respective churches. The State should foster her own, at the same time acknowledging the usefulness and efficiency of the other colleges, by entrusting to their care also, a portion of the teachers thus to be instructed.

I will add, that after the most mature reflection I have been enabled to give this subject, I consider it important to

the citizens of Georgia, that there should be a State college for undergraduates. The Episcopalian, the Lutheran, the Roman Catholic, the Jew, and others should not be forced to the necessity of sending their sons beyond the bounds of the State, or else placing them under the care of denominational institutions to whose tenets they may object. For while I know—from long connection with one of these colleges—that no such interference is exercised with the religious opinions of students, as would be objectionable to the most fastidious, yet I am aware of the existence of such scruples, and I would not put it beyond the power of any parent to respect them.

The Virginia University is doing a great work, and yet there is one sad defect in its organization. It encourages uneducated young men, to resort to the teachings of its learned professors, who are utterly unqualified in attainments of age, to be benefited by the lectures. Not more than one fourth of the pupils are the better for their opportunities. The remainder leave those walls nearly as uneducated as they were when they repaired to them, and are cut off from ever getting a good education, by having been tempted to undertake what they were utterly incompetent to do.

The wisest heads and the maturest and soundest experience are eminently called for to devise a plan of education for Georgia. Empyricism here should have no place.

Education should be sound and thorough, and great pains should be taken to secure proper moral and religious influence in the teachings imparted; for education, without religious influence, would prove a curse rather than a blessing.

If the main portion of the income of the State road could be set apart to promote some judicious system of public education, it would prove the greatest possible blessing to the State. Indeed, the road can be made an exhaustless mine of riches to the people, not only by imparting a general spirit of internal improvement which will develop the boundless resources of the State, but by pouring out its treasures to the enlightenment of the public mind, and giving mental power to the rising generation to mould wisely the rich materials that God is putting into their hands for the promotion of His glory and the good of humanity.

It is an auspicious sign to see so many of our legislators and citizens interested deeply in the noble cause of education, and to see our excellent Governor leading the way in enlarged educational suggestions.

I cannot close without expressing my high gratification with the views I had the pleasure of hearing you express on Saturday night in the Representative Hall of the State

House. I believe I do not dissent from a solitary view presented by you on the occasion. And I feel that in common with my fellow-citizens of Georgia, I owe you a debt of gratitude for your noble exertions in behalf of the cause of education.

I am, my dear sir, truly, yours,
SAML. K. TALMAGE.

[*Letter from Thomas J. Burney.*]

MADISON, 16th Nov., 1857.

Hon. D. W. Lewis:

Dear Sir—I address you as the Chairman of the Committee on Education, and beg leave to suggest in a few words a plan by which the Legislature, at but little cost to the State, can extend material aid to the three leading denominational male Colleges; I allude, of course, to Oglethorpe, Emory and Mercer. My plan is, to authorize the Governor to issue to each of them an 8 per cent. stock, redeemable in twenty-five or thirty years, in sums of \$500 or \$1,000, whenever the full amount in cash is tendered at the Treasury. such guards to be provided as will confine the benefit of the investment exclusively to the Colleges; such as making the stock unnegotiable, and reserving to the State the privilege of redeeming it at any time before it is finally payable, if it should become necessary for the College to make sale of it. The whole benefit to the College will be a donation of one per cent. per annum upon their investment, in the additional rate of interest allowed, and provide at the same time for a safe and permanent investment. The importance to our literary institutions of having a certain and uniform income, needs no argument to demonstrate; and where can this be obtained, unless provided by the State? The present condition of the Banks and Railroads prove that they cannot be depended upon to furnish it. If, then, the State is willing to do any thing for the denominational Colleges, can she do it cheaper or more effectually than by the proposed plan?

I should like if you would interest yourself so far as to ascertain whether the plan I propose, or some one similar to it, can be through carried the Legislature.

Very Truly,
THOS. J. BURNEY.

AGRICULTURAL EDUCATION.

COLUMBUS, 20th March, 1855.

Rev. C. P. B. Martin :

Dear Sir—Your esteemed favor of the 17th inst. has been received. You will please accept my thanks for the concern which you are manifesting in the promotion of the great agricultural interests of the country. I think your plan is not only beautiful in theory, but well suited to impart valuable information, and perfectly practicable in its adaptation to the wants of the country. It is difficult, however, to anticipate what public sentiment will approve, and it occurs to me that it might be well to elicit expressions of opinion by a little agitation of the subject before the public, and I therefore suggest the propriety of publishing your letter, and tender to you the privilege of the columns of *The Soil* for such additional thoughts as you may desire to offer, in support of the plan. This will probably draw out others, and in this way the whole subject may be discussed, and the public mind be prepared for its adoption. I have not thought sufficiently on the subject to very confidently offer an opinion, but should be glad to have the question examined, and see some move made for the training of the young men of our country, to meet the emergency which our wretched systems of culture have forced upon us. You will please excuse me for not saying more on this subject now, as it is one which concerns the whole country, and I hope you will consent to let *them* have the benefit of what either of us may have to say.

I am, very respectfully,

Your obedient servant,

JAMES M. CHAMBERS.

SYNODICAL COLLEGE, April 20th, 1855.

Col. Chambers :

Dear Sir—Having reflected upon the suggestion of your note to allow my letter to you, of March 17th, to go into *The Soil of the South*, I have concluded to submit it to you for publication, hoping that by so doing, it may contribute, at least so far as its suggestions are concerned, to the awakening of thought and deeper interest among the people of this State, upon the subject of which it treats—Agricultural Education.

CARLISLE P. B. MARTIN.

Col. James M. Chambers :

Dear Sir—The interest you have manifested in efforts to promote Agricultural improvement, and the opportunity your position, as editor of *The Soil of the South*, has given

you to judge correctly concerning the practicability of the plans which may be entered upon for that purpose, induce me to address you and ask your opinion respecting the probable success of an enterprise which I have long desired to carry into operation, but concerning the success of which, though all agree as to its desirableness and usefulness, there has nevertheless obtained among my friends, to whom I have submitted my plan, a difference of opinion. The enterprise to which I refer, is a SCIENTIFIC and PRACTICAL COLLEGE connected with Agriculture. That you may be able to form a correct judgment concerning the enterprise, I will lay my PLAN before you a little more fully.

FIRST ITEM.

THE COURSE OF STUDY.

I. The English Language.—In its Orthography, its Grammar, its Rhetoric, its Logic.

II. The Earth.—Its Geography, Mineralogy, Geology and Chemistry.

III. Number and Quantity.—Embracing Arithmetic, Algebra, Geometry, Trigonometry, Surveying, Civil Engineering.

IV. Natural and Moral Science.—Embracing Natural Philosophy, Meteorology, Botany, Chemistry, Agricultural Chemistry, Ethics.

V. Intellectual Philosophy, Political Economy.

VI. Ancient and Modern Languages, when desired.

SECOND ITEM.—In connection with the College, I propose to have a Farm, say of two hundred acres of land, to be cultivated in the most careful and scientific manner, and every operation of the farm to be made the subject of *daily observation and note* by the students of the College. A regular NOTE BOOK is to be used by each student, for the daily record of every operation on the farm, and an hour each day is to be appropriated for *farm inspection*, as much as for recitation in the school room. Observations will also be made and notes taken concerning the weather, the amount of rain, and other phenomena in Meteorology.

I do not deem it necessary to enter into a minute explanation of the *application* or the *carrying out* of this plan in detail to you, for you will at once perceive that it embraces an observation of *the character of the soil, the kind of manures used, and the manner of preparing them*, and also *the mode and time of applying them*, the manner of plowing, the kind of plow, the time of plowing, the time and manner of planting, the culture, the result.

The carrying out of the plan just sketched will be a *Scientific School*, for all the knowledge acquired would be classified, science being classified knowledge; it would also be a practical school, for all the knowledge acquired would be at once applied. Agricultural Chemistry, in some form

or other, would be a subject of daily study. With the younger students, such a text-book as Johnston's "Agricultural Catechism" would be used, and with the larger or more advanced scholars, Gray's "Agricultural Chemistry," or some other of equal value, as Johnston's, Liebig's, Waring's, &c.

I do NOT *propose to make it a* MANUAL LABOR SCHOOL; the labor on the farm is to be performed by farm hands, as on any other plantation. The farm and all operations thereon are, so far as the school is concerned, merely for *observation, illustration, and experiment*. It is to be the great *laboratory* of the school—it is to be its *cabinet and herbarium*. This being the case, you at once perceive that Botany, Mineralogy, Geology and Agricultural Chemistry will be taught *practically*.

I do not propose in this communication, any argument to show the advantages, distinctive and characteristic, which must result from an education conducted on this plan. They lie so apparent, it seems to me, upon the very surface of the system, that I only wonder that all the schools in the land have not been modeled upon this PRACTICAL IDEA. I will, however, simply add the remark, that the DISTINCTIVE CHARACTERISTICS of the plan of education I propose, are OBSERVATION, EXPERIMENT, and PRACTICAL APPLICATION. For this purpose, in addition to the facilities offered the students in the Lecture Room and on the Farm Grounds, I would have them make annual excursions for Botanic and Geological study. I wish to see a system of education established which shall develop more fully the *powers of observation, of correct reasoning, of just analysis, and of drawing correct conclusions* from the facts observed and the analyses made. And would not the system I am laying before you accomplish these ends? Is it not based upon the true Baconian Philosophy, of induction of principles and practice from observed facts? Who can estimate the amount of useful knowledge a youth would acquire in three or four years, say from fourteen to eighteen years of age, under such a system of *observation and experiment* as I have mentioned? Would he not know Arithmetic? Could he not survey a field? Would he not be familiar with Botany, Mineralogy, Geology, Chemistry? Would he not be familiar with the composition of soils and manures?—of plants and grains?

We have had exhibited in Georgia within the past year, a noble illustration of the high estimation in which agricultural knowledge is held by one of our most distinguished citizens. I allude, of course, to the liberal endowment of the Terrell Professorship in the State University, for Agricultural Chemistry, by Dr. Terrell, of Sparta. I can speak of this donation, so far as the *animus* of the endowment is concerned, in none other than in terms of the highest com-

mentation, but I cannot think, however, that the mode of applying it is altogether the most effective and best calculated to accomplish the end desired. Had the same amount of money been expended in founding an institution such as I have sketched, it does strike me that it would have accomplished a vast deal more good. It is true that a learned and competent Professor has been found in Dr. Lee, to fill the Chair, yet we know that what we learn *practically* in all the sciences—Botany, Mineralogy, Geology, Chemistry—which sciences are the frame-work and soul of agriculture, is of infinitely more value to us than the demonstrations of the lecture room, however learned and beautiful.

These, we know, are soon forgotten. What we most want to advance the noble science of agriculture, is the blending together of the demonstrations of the lecture room and the demonstrations of practice. Let the student *see the operation* as well as learn the fact.

Much good sense is found in a short article in the January number of *The Soil*, taken from the *Working Farmer*, called "Agricultural Education." Its recommendations tally with my plan. Please let me hear from you at your earliest convenience. If I have failed to make myself fully understood, I shall be happy to write you again. I am just out of bed from an attack of Neuralgia, and am scarcely able to write at all.

Very truly, your obedient servant,

CARLISLE P. B. MARTIN.

Synodical College, Griffin, Ga., March, 1855.

APPENDIX I.—CENSUS REPORTS FOR THE YEAR 1850.

COUNTIES.	White Population.	Slave Population.	White males bet. 6 and 16.	White popu- lar bet. 6 and 15.	Free Persons of Color.	Deaf and Dumb.	Lunatics.	Total Population.	Representative Population.	Number of Families.
Appling,	2,510	399	374	345	26		3	2,935	2,765	403
Baker,	6,136	5,588	862	745	11	4	3	11,735	9,193	1,144
Baldwin,	3,234	4,252	450	394	34	3	1	7,520	5,805	675
Bibb,	6,756	6,004	959	732	71	1	1	12,831	10,831	1,645
Bryan,	4,172	2,080	196	156	2	1		3,254	2,420	220
Bulloch,	2,935	1,606	436	365	1	1	2	4,541	3,898	486
Burke,	4,154	10,993	696	569	113	10	9	15,260	10,817	1,048
Butts,	3,795	3,076	556	473	12	6	9	6,880	5,616	691
Caunden,										
Campbell,	5,831	1,637	923	821	2	8	in all.	7,470	6,512	1,035
Carroll,	9,131	1,379	1,218	1,258	16	3	2	10,526	9,968	1,575
Cass,	10,146	3,400	1,578	1,402	18	5	23	13,564	12,195	1,819
Chatham,	13,577	11,549	1,251	1,319	697	2	5	26,223	21,164	3,114
Chattooga,	5,012	1,927	691	627		2	9	6,941	6,167	782
Cherokee,	12,519	1,285	1,912	1,648	21	4	27	13,825	13,302	2,207
Clarke,	5,685	5,489	803	680	37	4		11,229	9,000	1,024
Clinch,										
Cobb,	12,698	3,051	1,965	1,746	6	7	27	15,755	14,531	2,187
Columbia,	3,396	8,405	453	427	119	5	10	11,922	8,508	769
Coweta,	7,657	4,823	1,056	979	18	4	5	12,498	10,561	1,299
Crawford,	4,099	4,803	628	472	10	9	7	8,912	6,985	743

Dade,	2,348	182	353	320	2			2,527	2,451	400
Decatur,	4,869	3,949	723	641	2	2	4	8,820	7,239	908
De Kalb,	12,818	3,708	1,725	1,600	26	1	6	16,552	15,056	2,314
Dooly,	5,835	3,483	808	766	3	4	12	9,321	7,926	1,021
Early,	4,421	4,211	657	544	9	6	in all.	8,641	6,953	796
Effingham,	1,988	1,675	325	283	8	3	3	3,671	2,996	378
Elbert,	6,688	6,446	917	827	24	2	13	13,158	10,576	1,213
Emanuel,	3,839	1,009	583	487	35	2	7	4,883	4,463	679
Fayette,	6,521	2,268	954	875	11	23	in all.	8,800	7,886	1,141
Floyd,	7,808	4,259	1,204	1,078	12	26	3	12,079	10,370	1,424
Forsyth,	7,542	1,020	1,117	975	17	1	4	8,579	8,163	1,335
Franklin,	8,577	2,227	1,367	1,168	96	12	24	10,900	9,969	1,550
Gilmer,	9,781	2,005	1,560	1,358	8	9	14	9,994	9,907	1,714
Glynn,										
Gordon,	7,868	1,183	1,260	1,045	5	3	5	9,056	8,579	1,328
Greene,	4,814	8,322	691	624	40	7	6	13,176	9,830	941
Gwinnett,	9,219	2,385	1,382	1,174	14	8	7	11,618	10,656	1,749
Habersham,	8,458	1,281	1,145	915	29	6	8	9,768	8,458	1,420
Hall,	7,576	1,214	1,084	957	12	6	14	8,802	8,311	1,397
Hancock,	4,251	7,808	587	513	55	5	12	12,144	8,997	804
Harris,	6,833	7,579	1,015	907	24	4	3	14,426	11,393	1,199
Heard,	4,622	2,329	609	584	4	5	4	6,955	6,020	817
Henry,	7,127	3,265	1,091	1,014	6	9	in all.	10,398	9,086	1,270
Houston,	6,049	10,762	880	770	31	14		16,842	12,523	1,140
Irwin,	3,065	551	506	418	2			3,618	339	481

CENSUS REPORTS FOR THE YEAR 1850—Continued.

COUNTIES.	White Population.	Slav Population.	White males b. t. 6 and 16.	White population bet. 6 and 15.	Free Persons of Color.	Deaf and Dumb.	Lunatics.	Total Population.	Representative Population.	Number of Families.
Jackson,	6,878	3,121	928	886	19	1	2	10,018	876	1,256
Jasper,	3,861	6,084	538	391	22	7	10	9,968	752	811
Jefferson,	3,656	5,554	537	462	69	1	3	9,279	702	750
Jones,	3,890	6,126	504	465	40	5	8	10,056	7,589	716
Laurens,	3,315	2,958	513	534	34	2		6,307	1,109	665
Lee,	3,414	4,367	467	437	14	2	5	7,795	6,042	627
Liberty,	1,981	6,149	304	231	17	3	4	8,147	5,680	435
Lincoln,	2,014	3,725	285	242	50	5	2	5,789	4,279	358
Lowndes,	5,641	2,679	842	722	9		3	8,329	7,252	915
Lumpkin,	8,435	959	1,241	1,013	14	3	10	9,408	9,017	1,459
Macon,	4,757	3,688	646	541	6			8,451	6,971	830
Madison,	3,872	1,933	448	425	4			5,809	5,003	718
McIntosh,	1,172	4,149	173	146	50	4	1	5,371	3,689	1,099
Marion,	6,210	3,541	738	672	31	2	10	9,782	8,352	250
Meriwether,	7,893	8,168	1,189	1,100	4	7	9	16,065	12,795	1,431
Monroe,	4,544	10,038	1,077	1,019	15	1	15	14,597	10,574	1,167
Montgomery,	1,654	652	256	206		2	2	2,306	2,044	277
Morgan,	3,608	7,268	461	501	20	1	7	10,896	7,979	689
Murray,	4,521	1,027	670	623	4	5	8	5,552	5,139	778
Muscogee,	10,435	8,429	1,417	1,342	71	6	13	18,935	15,535	2,166
Newton,	7,299	5,531	1,082	1,015	36	11	4	12,866	10,638	1,404

Oglethorpe,	4,369	7,859	623	574	7	5	15	12,235	9,088	799
Paulding,	5,056	314	776	706	3	1	4	5,373	5,245	874
Pike,	5,745	4,290	849	796	31	3	17	10,066	8,337	990
Polk,	3,753	1,506	542	516		4	4	4,659	4,057	681
Pulaski,	4,091	3,226	556	540	36	3	5	7,353	6,047	759
Putnam,	4,051	9,910	594	484	42	2	11	14,003	10,021	831
Rabun,	2,371	157	323	303	1	6	4	2,529	2,464	421
Randolph,	9,521	6,389	1,436	1,303	7	2	9	15,917	13,338	2,079
Richmond,	10,347	8,445	1,459	1,426	350	6	1	19,142	15,624	2,104
Sereven,	2,906	3,311	415	371		6	5	6,217	4,892	587
Spalding,	4,541	2,847	624	568	30	13	in all.	7,418	6,266	807
Stewart,	9,218	8,062	1,293	1,210	9	3	6	17,289	14,060	1,638
Sumter,	7,016	4,847	1,022	881	16			11,879	9,932	1,245
Talbot,	6,062	6,674	854	737	21	3	12	12,575	10,073	1,138
Taliaferro,	4,656	2,718	245	228	63		2	7,437	6,324	384
Tattnall,	2,498	910	346	314	2	3	8	3,410	3,044	472
Taylor,	2,409	1,293	428	378	9	2	4	3,711	3,189	428
Telfair,	2,316	1,050	335	331	3		4	3,369	2,946	384
Thomas,	4,875	5,361	703	638	12	2	2	10,248	8,097	866
Troup,	7,907	9,730	1,048	1,094	35	7	11	17,672	13,766	1,380
Twiggs,	3,191	4,855	465	390	31	6	4	8,097	6,134	654
Union,	8,109	270	1,261	1,089	4	11	17	8,383	8,271	1,362
Upson,	5,568	4,656	827	754	6	2	9	10,230	8,364	1,127
Walton,	7,240	4,301	928	807	15	1	2	11,556	9,829	1,108
Walker,	11,385	1,965	1,710	1,530	30	9	16	13,380	12,582	1,962

CENSUS REPORTS FOR THE YEAR 1850—Continued.

COUNTIES.	White Population.	Slave Population.	White males bet. 6 and 16.	White population bet. 6 and 15.	Free Persons of Color.	Deaf and Dumb.	Lunatics.	Total Population.	Representative Population.	Number of Families.
Ware,	2,166	117	344	343	2	3	in all.	2,345	2,271	378
Warren,	5,661	5,798	759	731	147	5	7	11,606	9,228	1,100
Washington,	6,346	6,146	854	744	85	7	11	12,577	10,084	1,245
Wayne,	1,127	418	181	145	12			1,557	1,385	189
Whitfield,	7,057	946	1,150	957	6	2	7	8,009	7,627	1,225
Wilkes,	3,681	8,210	514	481	22	7	in all.	11,913	8,619	689
Wilkinson,	5,492	2,981	811	738	11	5	9	8,484	7,280	1,000
	542,567	389,237	78,140	70,100	3,286	432	617	835,090	778,054	99,695

THE UNIVERSITY OF CHICAGO

LIBRARY

1911

1912

1913

1914

1915

1916

1917

1918

1919

1920

1921

THE UNIVERSITY OF CHICAGO

CENSUS TABLE FOR 1850.

COUNTIES.	White between ages 6 and 16	Males under six.	Males over 16	Females between 6 & 15	Females under six.	Females over Fifteen.	Deaf and Dumb	Lunatics.	Idiot's	Total of white's	Whole No of Slaves.	Free persons of Color.	TOTAL.
Appling,	511	382	257	469	400	701	3		1	3230	681	1	3912
Baker,	256	198	419	219	180	381	2		1	1653	2890	2	4545
Baldwin,	449	265	984	457	292	983	5	216	28	3720	4562	94	8376
Banks,	415	299	756	382	340	816		1	3	2961	965	3	3929
Berrien,	478	407	705	384	407	695		1	3	3080	393		3473
Bibb,	1099	800	1121	1010	755	2278		1	3	8949	6003	37	14989
Brooks,	465	391	777	404	348	720	2		2	3128	3388	3	6519
Bryan,	222	156	146	197	159	343			3	1629	2133	1	3763
Bulloch,	528	410	821	478	380	805		2	2	3427	2117	1	5545
Burke,	667	507	1346	576	500	1334	5	2	11	4930	11509	90	16529
Butts,													
Calhoun,	300	225	527	275	207	502		1	2	2040	2400	8	4448
Camden,	148	142	298	133	113	329			1	1083	4194	12	5289
Campbell,	956	627	1558	828	699	1641	1	2	4	6624	1998	7	8329
Carroll,	1408	1182	2329	1210	1157	2225	3		17	9510	1736	7	11273
Cass,	1651	1364	2605	1473	1187	2728	2	3	9	10830	4841	11	15502
Catoosa,	600	459	1011	560	409	987		1	1	4028	728	1	4757
Chatham,	1329	1344	5515	1140	1187	4401	5	-4	3	15972	13175	724	29871
Chattahoochee,	479	399	289	448	325	760	3	1	1	3298	2796	15	6109
Chattooga,	766	608	480	562	565	492	1	2	6	4921	1958	5	6874

Cherokee,	1424	1107	2275	1153	1082	2322	1	4	7	9363	1225	23	10611
Charlton,	192	170	111	196	153	265	2	3	8	1313	371	30	1684
Clarke,	675	471	1434	678	514	1607				5410	5540		10980
Clay,	363	236	593	319	224	540			1	2278	1991	1	4270
Clayton,	486	332	840	457	339	848	2	4	4	3302	1243	5	4550
Clinch,	370	358	557	349	276	530	1	2	5	2347	457	4	2908
Cobb,	1587	1174	3677	1427	1092	3013	2	1	6	11004	3490	11	14656
Coffee,	323	242	495	284	260	477	1		1	2083	612	14	2709
Columbia,	538	358	1031	441	333	1029			1	3731	8300	66	12097
Colquitt,	160	156	284	148	135	282	1		1	1163	103	10	1276
Coweta,	1005	861	1860	879	818	1712	9	1	6	6180	6438	10	12628
Crawford,	478	379	922	439	327	808	1	1	2	3593	4033	14	7504
Dade,	425	336	200	367	319	202	1		1	2824	243	4	3067
Dawson,	556	198	574	493	212	636	4	1	1	3671	308		3983
Decatur,	820	565	1476	718	694	1416	1	2	5	5749	5415	2	11266
DeKalb,	841	633	1629	785	649	1751	5	4	15	6278	2126	14	8418
Dooly,	583	609	772	593	518	944	4	1	3	3364	3619	4	7087
Dougherty,	283	230	762	271	219	581	5			2351	5496	5	7852
Early,	322	223	554	267	230	497				2122	3661		5783
Echols,	190	153	90	164	146	245				982	262		1244
Effingham,	363	237	623	333	270	662	1	1	4	2496	2096	14	4606
Elbert,	686	489	1356	643	437	1301	1	3	3	4916	5755	23	10704
Emanuel,	529	403	806	432	398	838		3	5	3410	1161	17	4598
Fannin,	605	595	1076	616	556	1129	2	2	7	4476	130		4606
Fayette,	714	555	1299	593	561	1324	1	4	9	5046	2165	4	7225

CENSUS TABLE FOR 1859—Continued.

COUNTIES.	Whites between ages of 6 and 16	Males under 6.	Males over 16.	Females between 6 and 13.	Females under 6.	Females over 15.	Deaf and dumb.	Lunatics.	Idiot's	Total of whites	Whole No. of Slaves.	Free persons of Color.	TOTAL.
Floyd,	1292	1039	2343	1146	953	2351	41	1	5	9157	5518	26	14701
Forsyth,	1053	796	1573	913	974	1760			3	6824	888	6	7718
Franklin,	882	682	1336	752	603	1593	3		8	5859	1208	40	7107
Fulton,	1407	1362	814	1367	1207	728	13	2	1	10969	4024	18	15011
Gilmer,	934	710	454	863	616	430	4		7	6018	172	5	6195
Glasscock,	226	149	394	192	171	430			2	1564	752	17	2333
Glynn,	129	107	299	132	98	280			1	1046	2950	5	4009
Greene,	557	398	1106	501	377	1144		1	4	4075	7672	37	11784
Gordon,	1153	884	2025	1004	795	2031	3		11	7906	2024	23	9953
Gwinnett,	1510	1172	2607	1382	1194	2796	8	1	9	10671	2531	21	13223
Habersham,	770	521	1237	648	671	1344	1		5	5092	825	35	5952
Hall,	1251	989	559	1074	963	578	4		6	8464	1330	3	9797
Hancock,	503	350	1091	478	373	1167	3	8	3	3979	8014	56	12049
Haralson,	350	256	633	426	345	300		6		2310	177		2487
Harris,	860	608	1542	842	627	1614	6	5	4	6093	9527	28	13648
Hart,	580	477	683	545	380	1058	1	2	1	3718	1422	14	5144
Heard,	748	550	1153	617	480	1187	5	3	4	4759	2574	10	7333
Henry,	933	648	1657	785	634	1739	2	1	15	6414	4305	13	10732
Houston,	726	514	1337	644	501	1319	2	2	3	5437	10672	24	16133
Irwin,	226	186	336	183	163	321	1		2	1420	265		1685

Jackson	1065	723	1837	945	688	1927	4	6	6	7327	3191	22	10540
Jasper,	558	431	1028	490	365	997	1	2	3	3858	7251	20	11129
Jefferson,	575	388	1009	473	422	1059	2	3	3	4052	6289	28	10369
Johnson,	266	228	222	260	231	264	1		4	1879	697		2816
Jones,	437	312	443	419	275	449	4	1	8	2751	5826	32	8609
Laurens,	513	384	836	452	363	884	4		6	3442	3238	4	6684
Lee,	262	243	555	251	133	557	2	2	2	2089	4587	3	6679
Liberty,	368	268	575	320	232	612	1	1		2377	6029	2	8408
Lincoln,	247	173	496	228	162	482	1		4	1572	3723	15	5310
Lowndes,	282	266	568	277	259	542		1	1	2191	1948	1	4140
Lumpkin,	749	547	1230	698	573	1355	4	1	5	4975	504	11	5490
Macon,	505	387	991	464	346	959		1	1	3658	4510	5	8233
Madison,	560	378	485	459	433	1134			1	3792	2096	3	5891
Marion,	516	371	345	494	407	914	2		2	3723	3459	9	7191
McIntosh,	178	124	397	186	140	369	3		3	1313	4724	46	5583
Meriwether,	959	707	1711	848	613	1797	3	3	4	6640	8377	6	15023
Miller,	223	167	336	153	126	296	2		1	1297	554	5	1856
Milton,	557	427	962	532	453	968	1		2	3901	574	1	4476
Mitchell,	271	247	445	256	255	452			2	1870	1015	1	2886
Monroe,	776	602	1593	772	570	1515	1		6	5835	9960	17	15812
Montgomery,													
Morgan,	383	320	783	327	276	821	1			2893	6779	7	9679
Murray,	798	582	1238	739	617	1296		1	1	5250	1420	1	6671
Muscogee,	1071	749	2428	1097	723	2468			2	8575	6300	197	15072
Newton,	1092	763	2109	1020	776	2206	2	3	4	7966	6234	41	14241

CENSUS TABLE FOR 1859.—Continued.

COUNTIES.	Males bet. ages 6 & 16.	Males under six.	Males over 16.	Females be- tween six and fifteen.	Females under six.	Females over fifteen.	Deaf and Dumb.	Lunatic.	Idiot.	Total of Whites.	Whole No. of Slaves.	Free persons of color.	TOTAL.
Oglethorpe,	575	360	440	524	398	1046	3	2	5	4137	7679	4	11820
Paulding,	828	696	1339	680	640	1449		1	1	5694	478	6	6178
Pickens,	702	586	1118	643	467	1239		1		2799	246		5045
Pierce,	202	200	251	200	175	297		1	1	1411	166	1	1578
Pike,	751	528	1355	655	530	1391	2	2	8	5210	4502	39	9751
Polk,	614	496	959	517	427	943	7	1	2	3848	2431		6279
Pulaski,	628	502	965	550	444	1018	4	1	2	4045	3618	50	7713
Putnam,	403	277	828	343	269	814	2	3	2	2942	7365	53	10360
Quitman,	402	313	748	350	300	770	2	2	3	1424	1457	2	2883
Rabun,	431	371	772	395	344	777		6	1	2843	221		3064
Randolph,	721	565	1017	665	556	1224				4873	3720		8573
Richmond,	1377	1017	3362	1335	987	3628	8	3	6	11715	8109	346	20170
Schley,	319	242	224	249	231	172	2		2	2209	2334	12	4555
Seriven,	582	373	922	463	398	874	4	1		3563	4310	11	7884
Spalding,	709	555	1317	626	495	1418	2		3	5214	3554	68	8836
Stewart,	868	628	1539	808	564	1450	2		3	5857	7869	1	13730
Sumter,	901	666	1602	823	627	1522	3	1	5	6141	6021	6	12168
Talbot,	729	551	927	640	506	944		3	4	5280	8467	26	13816
Taliaferro,	231	164	187	200	187	454	4	2	6	1841	2897	71	4809
Tattnall,	425	381	279	375	337	641		1	2	2324	1085	2	3411

Taylor,	537	372	844	454	385	865	6	4	4	3473	2314	1	5788
Terrell,	451	327	795	385	325	774	1	4	4	3062	2501	3	5566
Telfair,	293	208	457	233	206	476			1	1873	848	2	2723
Thomas,	782	564	1331	632	556	1309	3	1	2	5072	6690	47	11809
Towus,	366	291	541	307	264	524	1	1	4	2293	103	2	2398
Troup,	840	696	1504	816	602	1528	2	11	5	6935	7898	49	14882
Twiggs,	396	297	705	370	301	679	1	1		2750	5039	80	7869
Union,	599	477	945	548	446	992		1		3955	124	5	4084
Upson,	717	538	1284	695	524	1371		3	4	5133	5035	4	10172
Walker,	1214	610	1248	1249	1074	1258	2	2	2	9333	1383	10	10726
Walton,	852	668	1704	821	646	1535	3	2	9	6355	4514	13	10882
Ware,	260	219	334	230	232	390	1			1749	422	2	2173
Warren,	570	391	1078	582	430	982		2	5	4229	5255	92	9676
Washington,	1072	601	1476	679	515	1483	3	6	8	5506	5941	69	11516
Wayne,	237	208	393	235	184	377			5	1635	721	29	2384
Webster,	366	278	653	312	263	666		1		2534	2049	15	4588
White,	437	296	698	374	333	716	3		3	2831	254	5	3090
Wilcox,	248	209	336	193	174	373				1532	387	2	1921
Wilkes,	441	341	304	419	271	855	1	1	7	3362	7120	28	10510
Wilkinson,	762	559	1335	718	566	1393	1	2	4	5340	3718	12	9070
Whitfield,	1168	873	2034	1042	882	2054	9	2	15	8047	1701		9748
Worth,	267	197	76	226	203	139	1			1720	532	10	2262
	81,719	62,109	131,592	73,480	59,895	138,323	299	400	442	571,534	439,592	3,292	1,014,481

Comparison of the Census Reports for the year 1850 and 1859

No. 1.	White population for 1850 was.....	542,567
	White population for 1859 is.....	511,534
	Increase of.....	28,967
2.	Slave population for 1850 was.....	389,237
	Slave population for 1859 is.....	439,592
	Increase of.....	50,355
3.	White males bet. 6 and 16 in 1850....	78,140
	White males bet. 6 and 16 in 1859....	81,719
	Increase of.....	3,579
4.	White population bet. 6 and 15 years of age, in 1850, was.....	70,100
5.	Free persons of color in 1850.....	3,286
	Free persons of color in 1859.....	3,292
	Increase of.....	6
6.	The deaf and dumb in 1850.....	432
	The deaf and dumb in 1859.....	299
	Decrease of.....	133
7.	The number of lunatics in 1850.....	617
	The number of lunatics in 1859.....	400
	Decrease of.....	217
8.	The total population in 1850 was....	935,090
	The total population in 1859 is.....	1,014,418
	Increase of.....	79,328
9.	The rep'tative population in 1850 was	778,054
10.	The number of families in 1850 was..	99,695
11.	The number of males under 6 years of age, in 1859, is.....	62,108
12.	The number of males over 16 years of age, in 1859, is.....	131,592
13.	The number of females between the ages of 6 and 15, in 1859, is..	73,480
14.	The number of females under 6 years of age, in 1859, is.....	59,895
15.	The number of females over 15 years of age, in 1859, is.....	138,323
16.	The number of idiots in 1859 is.....	442

TABLE Showing the Amount of School Fund distributed in years 1854 & 1859, and the Number of Children returned in those years.

COUNTIES.	1854.		1859.	
	No. Children.	Amount Distributed	No. Children.	Amount Distributed.
Appling,	405	\$209	757	\$877
Baker,	215	112	404	468
Baldwin,	338	174	747	865
Banks,			663	768
Berrien,			667	772
Bibb,	774	398	2165	2507
Brooks,			755	874
Bryan,	104	55	343	397
Bulloch,	187	97	864	1001
Burke,	338	175	965	1117
Butts,	243	125	754	873
Calhoun,	140	74	353	409
Camden,	38	22	155	185
Campbell,	469	244	1619	1875
Carroll,	737	379	2417	2799
Cass,	678	349	3124	3618
Catoosa,	345	178	889	1029
Chatham,	567	294	1487	1722
Chattahoochee,	268	138	776	899
Chattooga,	481	248	1262	1461
Charlton,			207	250
Cherokee,	669	344	2287	2648
Clarke,	499	258	1260	1439
Clay,	136	75	502	581
Clayton,			785	909
Clinch,	19	165	644	746
Cobb,	1533	789	2676	3099
Coffee,			477	552
Columbia,	418	215	714	827
Colquitt,			264	310
Coweta,	372	192	1605	1859
Crawford,	130	68	667	772
Dade,	251	129	761	881
Dawson,			892	1033
Decatur,	217	112	1218	1410
DeKalb,	337	174	1273	1476
Dooly,	339	174	1078	1248
Dougherty,	97	50	341	400
Early,	215	112	519	600
Echols,			257	300
Effingham,	336	173	616	713
Elbert,	339	174	1128	1306
Emanuel,	434	223	785	909
Fannin,	919	473	1392	1612

Table showing the am't School Fund distributed, &c,—continued.

COUNTIES.	1854.		1859.	
	No. Children,	Amount Distributed	No. Children.	Amount Distributed.
Fayette,	425	\$219	796	\$922
Floyd,	662	340	1957	2266
Forsyth,	542	279	1773	2053
Franklin,	550	283	1419	1643
Fulton,	668	344	1362	1577
Gilmer,	656	338	1531	1773
Glasscock,			320	371
Glynn,	91	48	237	280
Greene,	428	220	1012	1172
Gordon,	646	332	2021	2340
Gwinnett,	783	403	2453	2841
Habersham,	808	416	1208	1399
Hall,	575	296	2000	2316
Hancock,	291	150	631	731
Haralson,			621	719
Harris,	510	263	1508	1746
Hart,	192	99	1128	1307
Heard,	297	153	1083	1254
Henry,	347	179	1625	1882
Houston,	370	190	1151	1333
Irwin,	103	55	286	331
Jackson,	458	236	1775	2055
Jasper,	208	107	798	924
Jefferson,			918	1063
Johnson,			429	497
Jones,	224	115	828	959
Laurens,	380	195	846	980
Lee,	356	183	458	530
Liberty,	122	65	486	563
Lincoln,	112	58	414	479
Lowndes,	477	245	394	456
Lumpkin,	977	503	922	1068
Macon,	132	68	792	917
Madison,	241	124	804	931
Marion,	635	327	886	1026
McIntosh,	111	57	357	413
Merriwether,	428	220	1430	1656
Miller,			373	432
Milton,			874	1012
Mitchell,			479	555
Monroe,	305	157	1158	1341
Montgomery,	235	121	456	528
Morgan,	266	137	656	760
Murray,	604	311	1282	1485
Mus ogee,	676	348	1964	2274
Newton,	574	296	1588	1839

Table showing the am't School Fund distributed, &c,—continued.

COUNTIES.	1854.		1859.	
	No. Children.	Amount Distributed.	No. Children.	Amount Distributed.
Oglethorpe,	251	\$129	863	999
Paulding,	340	175	1650	1911
Pickens,	612	315	1166	1350
Pierce,			267	314
Pike,	445	229	1020	1181
Polk,	297	144	813	941
Pulaski,	178	92	786	910
Putnam,	193	100	561	650
Quitman,			289	340
Rabun,	391	201	709	821
Randolph,	103	53	1023	1185
Richmond,	1032	530	2326	2690
Schley,			476	551
Screven,	176	91	900	1042
Spalding,	257	132	941	1090
Stewart,	348	179	1212	1403
Sumter,	336	173	1595	1847
Talbot,	333	171	1252	1450
Taliaferro,	115	59	306	354
Tattnall,	214	110	636	736
Taylor,	253	130	787	911
Terrell,			572	662
Telfair,	145	75	505	585
Thomas,	351	181	1035	1199
Towns,			588	681
Troup,	373	192	1272	1473
Twiggs,	249	128	578	669
Union,	929	478	1147	1328
Upson,	403	207	1210	1401
Walker,	651	335	2072	2399
Walton,	528	272	1434	1661
Ware,	425	219	308	357
Warren,	315	162	788	913
Washington,	409	210	1337	1548
Wayne,	156	80	388	499
Webster,			591	684
White,			741	858
Wilcox,			375	434
Wilkes,	284	146	657	761
Wilkinson,	379	195	840	973
Whitfield,	605	312	2067	2394
Worth,			411	476
	82,467	\$21,891	129,536	\$150,000

Note.—The distribution in 1854 was under the Poor School Law; that of 1859 under the Act of 1853.

RECAPITULATION.

No. 1.	No. of children entitled to participate in the school fund, in 1854.....	82,467
	No. of children entitled to participate in the school fund, in 1859.....	129,536
	Increase of.....	47,060
No. 2.	The whole amount distributed, in 1854, \$21,891	
	The whole amount distributed, in 1859, 150,000	
	Increase of.....	\$128,209

The difference in the amount distributed, and the number of children, results from the addition to the School Fund by the Act of 1858, and by adding to the number entitled to participate in the fund all the children, rich and poor, between the ages of eight and eighteen years.

NOTE.—Prefixed to the Tables showing the School Returns of 1859, is a Table showing the Distribution of the Poor School Fund, under the law previous to the passage of the Act of 1858. The year 1851 is selected because the Tables for that year were at hand.

NUMBER OF FREE WHITE CHILDREN BETWEEN 8 AND 18.

COUNTIES.	No. entitled to Fund.	Number Taught within the Year 1859.						Rates of Tuition, For session 20 weeks.	
		No.	Elementary Branches.		Higher Branches.		Elementary.	Higher.	
			Males.	Females.	Males.	Females.			
Appling,	757	228	135	93			\$5 00		
Baker,	404	168	85	75	8		7 00	\$13 00	
Baldwin,	747	466	192	143	76	55	10 00	14 00	
Banks,	663	377	206	152	11	8	5 00	9 00	
Berrien,	667	318	125	75	74	44	11 00	13 00	
Bibb,	2165	1128	319	210	235	364	12 00	26 00	
Brooks,	755	709	314	251	96	48	10 00	12 00	
Bryan,	343	158	93	43	13	9	6 00	9 00	
Bulloch,	864								
Burke,	965	424	127	89	104	104	6 00	9 00	
Butts,	754	464	230	147	53	34	7 00	9 00	
Camden,	155								
Campbell,	1619	1044	489	372	86	97	6 00	12 00	
Calhoun,	353	262	115	77	45	25	6 00	12 00	
Carroll,	2417	1665	788	602	175	85	6 00	13 00	
Cass,	3124	929	480	330	47	22	7 00	12 00	
Catoosa,	889						5 00	7 00	
Charlton,	207	40	17	20	2	1	5 00	6 00	
Chatham,	1487	1340	580	580	90	90	11 00	20 00	
Chattahoochee,	776	546	195	180	84	87	9 00	14 00	
Chattooga,	1262	891	443	331	77	40	6 00	14 00	
Cherokee,	2237	1277	630	497	88	62	5 00	10 00	
Clarke,	1260	1021	408	339	134	140	9 00	20 00	
Clayton,	785	579	252	223	67	37	10 00	16 00	
Clay,	502	250	134	69	28	19	10 00	16 00	
Clinch,	644	149	71	78			9 00		
Cobb,	2676	1823	917	573	98	235	6 00	15 00	
Coffee,	477	25	21	4			6 00	8 00	
Colquitt,	264	63	35	28			7 00		
Columbia,	714								
Coweta,	1695	1174	420	320	235	199	8 00	16 00	
Crawford,	667	478	194	114	80	90	7 00	13 00	
Dade,	761						7 00		
Dawson,	892	543	302	206	18	17	5 00	5 00	
Decatur,	1218								
DeKalb,	1275								
Dooly,	1078	489	242	161	46	40	8 00	12 00	
Dougherty,	341	243	106	75	37	25	11 00	25 00	
Early,	519	241	118	103	10	10	15 00		
Echols,	257	82	38	32	6	6	7 00	10 00	
Effingham,	616	323	76	71	124	57	7 00	11 00	
Elbert,	1128	546	266	208	44	28	7 00	14 00	
Emanuel,	785	277	147	101	22	7	8 00	12 00	
Fannin,	1392	640	295	295	25	25	5 00	5 00	
Fayette,	796	492	203	136	96	57	7 00	16 00	
Floyd,	1957	1614	654	524	195	241	6 00	13 00	
Forsyth,	1773	1133	700	438			5 00	12 00	
Franklin,	1419	1186	624	455	59	48	5 00	9 00	
Fulton,	1362	1474	580	738	94	62	9 00	15 00	
Gilmer,	1531	609	355	254			5 00	6 00	
Glasscock,	320						6 00		
Glynn,	237	204	63	68	22	50	12 00		
Gordon,	2021	1296	558	443	144	151	6 00	12 00	
Greene,	1012	846	205	205	260	176	8 00	17 00	
Gwinnett,	2453								
Habersham,	1208	602	461	372	196	160	12 00	12 00	
Hall,	2000	987	532	373	56	26	5 00	6 00	
Hancock,	631	499	85	103	184	127	15 00	20 00	
Harrison,	621	300	167	123	10	8	8 00	20 00	
Harris,	1508	1081	425	322	137	197	10 00	30 00	
Hart,	1128	875	423	370	55	27	6 00	12 00	
Heard,	1083	774	364	265	60	85	10 00	15 00	

Number of Free White Children between 8 and 18—Continued.

COUNTIES.	No. entitled to Fund.	Number Taught within the Year 1859.						Rate of Tuition For session 20 weeks.	
		No.	Elementary Branches.		Higher Branches.				
			Males.	Females	Males.	Fe- males.	Elemen- tary.	Higher.	
Henry,	1625	909	454	352	46	57	\$7 00	\$14 00	
Honston,	1151	770	197	213	193	167	9 00	12 00	
Irwin,	286	122	86	36			5 00		
Jackson,	1785	1440	699	414	71	76	6 00	11 00	
Jasper,	798	657	259	169	118	111	7 00	12 00	
Jefferson,	918		54	30	45	35	10 00	14 00	
Johnson,	429	133	76	46	9	2	8 00	10 00	
Jones,	828		196	156	60	57	6 00	13 00	
Laurens.	846	752	205	251	155	141	7 00	14 00	
Lee,	458	229	90	100	28	11	10 00	20 00	
Liberty,	486	486	150	125	115	96	9 00	15 00	
Lincoln,	414	198	84	64	26	24	6 00	10 00	
Lowndes,	391	240	110	130			6 00	10 00	
Lumpkin,	922	567	289	278			5 00	7 00	
Macon,	792	506	164	154	112	76	8 00	14 00	
Madison,	804	549	266	204	49	30	6 00	9 00	
Marion,	886	585	338	203	36	58	10 00	14 00	
McIntosh,	357	66	35	21	8	2	6 00	6 00	
Meriwether,	1430	1094	353	332	155	209	8 00	18 00	
Miller,	373	128	73	42	9	4	13 00	24 00	
Milton,	874	449	264	181	4		6 00	8 00	
Mitchell,	479	116	57	47	6	6	8 00	10 00	
Monroe,	1158	854	356	276	180	42	8 00	14 00	
Montgomery,	456	295	162	113	15	15	7 00	10 00	
Morgan,	656	476	121	133	48	174	8 00	20 00	
Murray,	1282	567	271	197	52	65	6 00	8 00	
Muscogee,	1964	1443	572	523	115	233	11 00	22 00	
Newton,	1588	957	443	228	150	127	6 00	11 00	
Oglethorpe,	863	619	249	109	194	67	7 00	10 00	
Paulding,	1650	741	395	296	30	20	6 00	8 00	
Pickens,	1166	801	448	310	21	22	5 00	13 00	
Pierce,	267								
Pike,	1020	862	389	300	85	88	7 00	10 00	
Polk,	813	813	233	231	177	152	5 00	9 00	
Pulaski,	786								
Putnam,	561	461	200	160	61	40	9 00	11 00	
Quitman,	289	226	100	73	27	20	9 00		
Rabun,	769								
Randolph,	1023	700	192	95	211	202	9 00	18 00	
Richmond,	2326	1742	834	567	124	217	14 00	25 00	
Schley,	476								
Screven,	900								
Spalding,	941	875	266	208	167	234	10 00	15 00	
Stewart,	1212	1038	366	341	163	168	8 00	14 00	
Sumter,	1595	1046	376	322	181	167	8 00	13 00	
Talbot,	1252	828	342	231	131	124	8 00	15 00	
Taliaferro,	306	251	124	105	11	11	9 00	16 00	
Tattnall,	636	337	170	118	28	21	6 00	9 00	
Taylor,	787	207	109	89	9		7 00	10 00	
Telfair,	505								
Terrell,	572								
Thomas,	1035						10 00	20 00	
Towns,	588	591	314	226	35	16	5 00	7 00	
Troup,	1272	1241	235	219	358	429	10 00	18 00	
Twiggs,	578	535	178	135	143	79	9 00	14 00	
Union,	1147						6 00		
Upson,	1210	533	256	277			6 00	10 00	
Walker,	2072	1362	674	475	106	107	5 00	8 00	
Walton,	1434	1259	634	422	104	99	6 00	8 00	
Ware,	308								
Warren,	788	554	216	226	58	54	7 00	14 00	
Washington,	1337	788	330	202	127	129	8 00	14 00	

Number of Free White Children between 8 and 18—Continued.

COUNTIES.	No. entitled to Fund.	Number Taught within the Year 1859.						
		No.	Elementary Branches.		Higher Branches.		Rate of Tuition For session 20 weeks.	
			Males.	Females	Males.	Females.	Elementary.	Higher.
Wayne,	388							
Webster,	591	449	142	133	100	74	\$7 00	\$14 60
White,	741	402	212	142	21	27	6 00	8 00
Whitfield,	2067	1392	637	452	135	167	7 00	11 00
Wilcox,	375	220	115	105	9	8	7 00	12 00
Wilkes,	657	540	82	121	107	130	10 00	18 00
Wilkinson,	840	602	261	205	60	76	8 00	12 00
Worth,	411	206	87	73	21	19	8 00	10 00
	129,536	72,119	31,514	24,493	8,593	8,191	890 00	1375 00

RECAPITULATION.

No. 1.—The whole number of children entitled to participate in the school fund in 1859.....	129,536
No. 2.—The whole number of children taught within the year 1859.....	72,119
No. 3.—The whole number of males taught in the elementary branches in 1859.....	31,514
No. 4.—The whole number of females taught in the elementary branches in 1859.....	24,493
No. 5.—The whole number of males taught in the higher branches in 1859.....	8,593
No. 6.—The whole number of females taught in the higher branches in 1859.....	8,191

NUMBER OF CHILDREN UNDER EIGHT AND OVER EIGHTEEN YEARS OF AGE,
who attended School within the present year.

COUNTIES.	Under Eight Years of Age.			Over Eighteen Years of Age.			Total of all persons who attended, 1899.	Number of School Houses, and Schools Taught, 1899.	
	Males.	Females.	Both Sexes.	Males.	Females.	Both Sexes.		School Houses.	Schools Taught.
Appling,	17	20	37	23	17	40	305	13	13
Baker,	3	5	8				176	6	5
Baldwin,	4	11	15	5	1	6	487	14	12
Banks,	10	8	18	43	6	49	444	16	11
Berrien,	25	22	47	40	8	48	413	8	9
Bibb,	35	45	80	12	4	16	1,224	42	42
Brooks,	12	19	31	69	16	85	681	3	29
Bryan,	10	9	19	6	7	13	190	10	2
Bulloch,									
Burke,	24	20	44	18	6	24	555	19	19
Butts,	20	14	34	33	5	38	536	14	14
Camden,									
Campbell,	77	74	151	85	21	106	1,301	18	22
Calhoun,	15	16	31	13		13	306	10	9
Carroll,	76	70	146	194	22	214	2,025	40	34
Cass,	65	69	134	79	18	97	1,160	28	23
Catoosa,									
Charlton,				5		5	45		2

Chatham,	22	28	50	53	3	56	109	652	11	11
Chattahoochee,	58	61	119	59	11	70	189	1,080	20	15
Chattooga,	60	54	114	101	44	145	259	1,381	23	19
Cherokee,	70	57	127	49	10	59	186	1,207	21	22
Clayton,	33	30	63	38	14	52	115	694	25	33
Clay,	46	23	69	14	2	16	85	335	9	10
Clinch,	5	2	7	7		7	14	163	11	10
Cobb,	146	119	265	167	32	199	464	2,287	8	7
Coffee,	2	3	5	2		7	7	25	29	43
Colquitt,								70	8	5
Columbia,									7	3
Coweta,	108	90	198	70	10	80	278	1,452	16	27
Crawford,	27	27	54	44	4	48	102	580	20	18
Dade,									25	
Dawson,	24	23	47	36	19	55	102	645	18	10
Decatur,										
De Kalb,										
Dooly,	31	12	43	44	7	5	94	583	17	7
Dougherty,	28	16	44	7		7	51	294	4	
Early,	20	10	30					271	5	5
Echols,	16	15	31	3	1	4	35	117	8	8
Efingham,	6	4	10	15	10	25	35	363	16	14
Elbert,	43	29	72	48	13	61	133	679	18	14
Emanuel,	25	18	43	27	8	35	78	355	24	15

NUMBER OF CHILDREN UNDER EIGHT AND OVER EIGHTEEN YEARS OF AGE,
who attended School within the present year—Continued.

COUNTIES.	Under Eight Years of Age.				Over Eighteen Years of Age.				Both Classes and Ages.	Total of all persons who attended, 1859.	Number of School Houses and Schools Taught, 1859.	
	Males.		Females.		Males.		Females.				School Houses.	Schools Taught.
	Males.	Females.	Both Sexes.	Males.	Females.	Both Sexes.						
Fannin,	44	26	70	39	15	54	124	764	25	25	25	
Fayette,	29	30	59	123	7	130	189	681	10	8	8	
Floyd,	101	77	178	57	10	67	245	1,859	39	39	39	
Forsyth,	69	63	132	90	20	110	242	1,397	28	24	24	
Franklin,	115	67	182	128	29	157	339	1,525	29	25	25	
Fulton,	58	60	118	47	5	52	170	1,644	10	40	40	
Gilmer,	49	25	74	44	18	62	136	745	20	17	17	
Glascock,												
Glynn,	93	79	172	129	37	166	338	204	4	3	3	
Gordon,	23	20	43	96	3	99	142	1,634	24	24	24	
Greene,								988	37	24	24	
Gwinnett,												
Habersham,	32	28	60	8	4	12	72	674	21	14	14	
Hall,	58	51	109	105	27	132	241	1,228	40	28	28	
Hancock,	8	9	17	20	9	29	46	545	12	12	12	
Haralson,	19	13	22	28	3	31	53	353	10	6	6	
Harris,	48	61	109	66	13	79	188	1,269	15	29	29	
Hart,	29	16	45	37	9	46	91	966	24	19	19	

Heard,	42	34	76	63	13	76	152	926	18	18
Henry,	73	70	143	62	28	90	233	1,142	25	30
Houston,	51	47	98	15	5	20	118	888	20	21
Irwin,	8	6	14	14	1	15	29	151	8	6
Jackson,	90	109	199	114	33	147	346	1,686	39	32
Jasper,	34	44	78	48	1	49	127	784	18	18
Jefferson,	99	65	164				164	328	6	5
Johnson,	3	2	5				5	138	8	6
Jones,	16	12	28	12	9	21	49	518	14	6
Laurens,	26	32	58	22		22	80	832	42	41
Lee,	1	2	3				3	232	8	8
Liberty,	24	31	55	17	4	21	76	552	17	17
Lincoln,	15	8	23	7	3	10	33	231	10	
Lowndes,	50	50	100	27	30	57	157	397	9	8
Lumpkin,	14	22	36	21	9	30	60	633	17	19
Macon,	20	23	43	39	4	43	86	592	12	10
Madison,	36	40	76	71	5	76	152	701		13
Marion,	19	31	50	19	10	29	79	614	17	14
McIntosh,							66	7	7	
Meriwether,	80	102	182	76	10	86	268	1,362	34	34
Miller,	22	18	40	3		3	43	171	4	4
Milton,	44	24	68	20	5	25	93	542	12	10
Mitchell,	63	53	116				116	232		
Monroe,	51	32	83	34	20	54	137	991	24	21
Montgomery,	18	20	38	36	8	44	82	377	19	13

Spalding,	21	26	47	31	2	33	80	955	20	20
Stewart,	38	35	73	62	10	72	145	1,183	23	25
Sumter,	42	59	110	22	3	25	126	1,172	28	29
Talbot,	52	65	117	82	7	89	206	1,034	25	29
Taliaferro,	18	20	38	15	7	22	60	311	7	8
Tattnall,	30	13	43	27	8	35	78	366	23	15
Taylor,	10	9	19	10	14	24	43	250	10	10
Telfair,										
Terrell,										
Thomas,										
Towns,	55	36	93	56	5	61	152	743	35	35
Troup,	60	40	100	28	5	33	133	1,374	15	15
Twiggs,	18	27	44	20	6	26	71	606	29	29
Union,										
Upson,	74	70	144	56	4	60	204	737	25	25
Walker,	77	75	152	115	.19	134	286	1,648	22	22
Walton,	65	65	130	110	6	116	246	1,505	30	26
Ware,									27	26
Warren,	35	23	58	58	20	78	136	690	21	19
Washington,	35	51	86	68	12	80	166	945	15	22
Wayne,										
Webster,	20	18	38	31	2	33	71	520	9	12
White,	30	21	51	18	8	26	77	479	8	8
Whitfield,	101	83	184	109	27	136	320	1,712	10	26
Wilcox,	3	5	8	14	9	23	31	251	5	10

NUMBER OF CHILDREN UNDER EIGHT AND OVER EIGHTEEN YEARS OF AGE,
who attended School within the present year—Continued.

COUNTIES.	Under Eight Years of Age.				Over Eighteen Years of Age.				Total of all persons who attended, 1859.	Number of School Houses, and Schools Taught, 1859.	
	Females.		Both Sexes.	Males.	Females.		Both Sexes.	School Houses.		Schools Taught.	
	Males.	Females.			Males.	Females.					
Wilkes,	52	31	83	11	15	26	109	649	21	19	
Wilkinson,	33	35	68	42	7	49	117	719	22	22	
Worth,	7	7	14	31	3	34	48	248	8	7	
	4,232	3,921	8,153	4,666	1,023	5,689	13,309	85,007	2,000	1,943	

R E C A P I T U L A T I O N .

No. 1.—The whole number of male children under 8 years of age, who attended school within the present year, 1859.....	4,232
No. 2.—The whole number of female children under 8 years of age, who attended school within the present year, 1859.....	3,921
No. 3.—The whole number of both sexes under 8 years of age, who attended school within the present year, 1859.....	8,153
No. 4.—The whole number of males over 18 years of age, who attended school within the present year, 1859.....	4,666
No. 5.—The whole number of females over 18 years of age, who attended school within the present year, 1859.....	1,083
No. 6.—The whole number of both sexes over 18 years of age, who attended school within the present year, 1859.....	5,689
No. 7.—The whole number of both classes and ages,	13,309
No. 8.—Total of all persons who attended school in 1859	85,007
No. 9.—The whole number of school houses.....	2,000
No. 10.—The whole number of schools taught in 1859.....	1,943

COUNTIES.	Per cent on State Tax assessed for School purposes.		TEACHERS.					County Acade- mies.
	Per cent	Amount.	Male.	Fe- male.	Mar- ried.	Sin- gle.	Total.	
Appling,			13		7	6	13	
Raker,	15	\$436 00	1		1		1	
Baldwin,	20	1800 00	2	4	4	2	6	2
Banks,	10	105 00	11		3	6	11	
Berrien,	20	180 00	9		4	5	9	3
Bibb,	30	2500 00	24	18	23	19	42	1
Brooks,	10	350 00	12	1	4	9	13	
Bryan,			3		1	2	3	
Bulloch,								
Burke,	26	1850 00	14	5	11	8	19	3
Butts,		450 00	12	2	2	12	14	
Camden,								
Campbell,	20	488 00	13	4	9	8	17	1
Calhoun,	20	340 00	8		2	6	8	
Carroll,			23	2	14	11	25	1
Cass,	20	120 00						
Catoosa,	10	200 00						
Charlton,			2		1	1	2	
Chatham,	6	1200 00			6	20	26	1
Chattahoochee,	25	700 00			4			
Chattooga,	7	194 00	6	3	5	4	9	1
Cherokee,			24	2	13	10	26	1
Clarke,	50	3024 00	10	4	5	9	14	1
Clayton,			5	4		9	9	
Clay,	20	400 00	8	2	6	4	10	
Clinch,	12½	100 00					7	
Cobb,	20	1000 00	32	11	20	23	43	2
Coffee,			2			2	2	
Colquitt,	25	120 00	4	1	3	2	5	1
Columbia,								
Coweta,	25	1400 00	17	3	9	11	20	6
Crawford,	15	450 00	13	5	3	15	18	
Dade,	20	150 00						
Dawson,	15	80 00	9	1	5	5	10	
Decatur,								
DeKalb,								
Dooly,	15	500 00	10	2	4	8	12	
Dougherty,	25	1400 00	4	4	5	3	8	
Early,	15	450 00	5		2	3	5	
Echols,	12½	40 00	3				3	
Effingham,	50	700 00					14	1
Elbert,	25	1300 00					14	2
Emanuel,							15	1
Fannin,			26	1	11	16	27	
Fayette,	25	550 00						

COUNTIES.	Per cent on State Tax assessed for School purposes.		TEACHERS.				Total.	County Academies.
	Per cent	Amount.	Male.	Female.	Married.	Single.		
Floyd,	25	1500 00	39	10	17	22	39	
Forsyth,	50	600 00	25		13	12	25	1
Franklin,	30	620 00	20	2	11	11	22	1
Fulton,	50	2295 00	13	8	12	9	21	
Gilmer,			13	2			15	1
Glasscock,	20	140 00						
Glynn,	10	251 00						1
Gordon,			17	4	13	8	21	
Greene,	16 $\frac{2}{3}$	966 00	10	2	6	6	12	1
Gwinnett,								
Habersham,	15	200 00	10	1	5	6	11	1
Hall,	25	475 00	2	1	1	2	3	1
Hancock,	12 $\frac{1}{2}$	750 00						
Haralson,	12 $\frac{1}{2}$	65 00	4		1	3	4	
Harris,	15	800 00	21	8	11	18	29	1
Hart,	15	230 00	13	4	6	11	17	
Heard,	30	900 00	12	2	6	8	14	1
Henry,	10	400 00			12	17	28	1
Houston,	20	1400 00			10	11	21	
Irwin,	10	50 00	1	2	1	2	3	
Jackson,	20	600 00	20	12	22	10	32	1
Jasper,	10	500 00					18	
Jefferson,	20	900 00	5		1	4	5	1
Johnson,			1	1		2	2	
Jones,	20	757 00					6	1
Laurens,	20	520 00					13	1
Lee,	10	425 00	1		1		1	
Liberty,								1
Lincoln,	20	500 00	4	4	2	6	8	1
Lowndes,			1		1		1	
Lumpkin,			14	5			19	1
Macon,	20	650 00	7		2	5	7	
Madison,								1
Marion,	20	600 00	8	2	4	6	10	1
McIntosh,	12 $\frac{1}{2}$	242 00	5	2	2	5	7	
Meriwether,	5	320 00						1
Miller,	25	80 00	3		1	2	3	
Milton,	12 $\frac{1}{2}$	128 00	11		8	3	11	
Mitchell,	10	126 00						
Monroe,	37 $\frac{1}{2}$	2000 00	17	2	6	13	19	
Montgomery,			12	1	6	7	13	
Morgan,	30	1500 00	10		6	4	10	1
Murray,			7		6	1	7	1
Muscogee,	30	2500 00	28	18	28	18	46	
Newton,	15	850 00	16	4	6	14	20	1

COUNTIES.	Percent on State Tax assessed for State purposes.		TEACHERS.				Total.	County Academies.
	Per cent	Amount.	Male.	Female.	Mar- ried.	Sin- gle.		
Oglethorpe,	25	1400 00						
Paulding,			7	1	3	5	8	
Pickens,			19		12	7	19	
Pierce,								
Pike,	25	900 00	15	5	8	12	20	
Polk,								
Pulaski,								
Putnam,	.75	900 00					6	
Quitman,	10	200 00	5	2	6	1	7	
Rabun,								
Randolph,	12½	423 00						
Richmond,	30	3000 00	5		5		5	1
Schley,								
Screven,								
Spalding,	25	950 00			13	7	20	
Stewart,	15	1200 00	5	20	8	17	25	1
Sumter,	30	1800 00	16	7	6	17	23	
Talbot,	12	788 00	16	3	7	12	19	
Taliaferro,	20	404 00	8		3	5	8	1
Tattnell,	10	128 00	13		2	11	13	
Taylor,	30	600 00			5	3	8	
Telfair,								
Terrell,								
Thomas,							26	1
Towns,								
Troup,	10	800 00	15	9			24	
Twiggs,	10	350 00						
Union,	15	100 00						
Upson,	30	1275 00	18	5	9	14	23	
Walker,								1
Walton,	25	1000 00	14	7	4	17	21	
Ware,								
Warren,	25	1000 00						
Washington,	25	1329 00	25	1			26	1
Wayne,								
Webster,	10	176 00					10	
White,	25	134 00	7	2		9	9	
Whitfield,			1	23	12	12	24	
Wilcox,	20	90 00	6	4	3	7	10	
Wilkes,	20	1051 00	10	5	1	14	15	1
Wilkinson,	25	892 00	14	10	8	16	24	1
Worth,	20	125 00	7			7	7	
\$64,653 901 280 527 581 1108 61								

Counties that devised Educational Plan.....55

Counties that did not devise Educational Plan.....58

RECAPITULATION.

No. 11. The whole amount of per cent. on State tax assessed for school purposes, 1859.	\$64,653
No. 12. The whole number of Male Teachers in the year 1859.....	901
No. 13. The whole number of Female Teachers in the year 1859.....	280
No. 14. The whole number of married Teachers in the year 1859.....	527
No. 15. The whole number of single Teachers in the 1859.....	581
No. 16. The total number of Teachers in the year 1859.....	1108
No. 17. The whole number of county Academies in the year 1859,.....	61

Counties that did not pay any tax for school purposes are the following :

Appling,	Fannin,	Pierce,
Bryan,	Gilmer,	Polk,
Bulloch	Gordon,	Pulaski,
Camden,	Gwinnett,	Rabun,
Carroll,	Johnson,	Schley,
Charlton,	Liberty,	Screven,
Cherokee,	Lowndes,	Telfair,
Clayton,	Lumpkin,	Terrell,
Coffee,	Madison,	Thomas,
Columbia,	Montgomery,	Towns,
Decatur,	Murray,	Walker,
DeKalb,	Paulding,	Wayne,
Emanuel,	Pickens,	Whitfield,

EDUCATIONAL STATISTICS OF THE STATE OF GEORGIA FOR THE YEAR 1860.

COUNTIES.	No. of children between the age of 6 and 18	No. of children taught the elementary branch between 6 and 18	Total of children taught the higher branch and elementary between 6 and 18	Average rate tuition in elementary branch per scholar a year	Average rate tuition in higher branch per scholar a year	Pr. ct. assessed on State tax.	Amount raised for school fund.	No. of children under 6 years who have attended school.	No. of children 7 years who have attended school.	Total of all persons who have attended school.	No. of school houses.	No. of schools taught.	No. of Teachers examined and passed.		No. of county agents.	REMARKS.
													Males	Females		
Appling.....	1004	495	27	\$ 520	\$ 12	\$ 16	\$ 65	6	18	574	26	24	18	18		
Baker.....	429			16	24	16	356			10	10	16	16	10	6	
Baldwin.....	800	299	133	432	25	42	850	5	22	459	18	16	16	10	2	2
Banks.....	927	326	46	366	10	16	232	20	25	405	11	16	14	12	4	
Bibb.....	2710	948	352	1306	25	35	4000	30	56	1380	37	34	34	24	10	1
Berrien.....	892	369	60	429	16	16	150	9	47	485	14	20	11	11		
Brooks*.....	485	67	418	24	32	15	457	15	40	540	17	17	17	13	4	
Bryan.....	468	141	59	200	16	20		4	21	213	11	10	7	7		
Bulloch.....	1137	556	40	596	14	20		32	42	670	42	28	18	17	1	2
Butts.....	1139	221	209	430	20	24	200	22	24	563	22	21	27	19	8	2
Bulls.....	1209	453	173	627	14	25	500	10	43	680	16	16	10	10		
Calhoun.....	703	387	21	408	16	27	600	13	8	429	11	9	9		1	No return by Ordinary, number taken from tax digest.
Candler.....	210															
Campbell.....	1780	912	249	1161	13	20	500	11	131	1309	19	19	13	9	4	1
Carroll.....	2963	1328	299	1657	12	20		60	190	1907	40	40	39	33	6	1
Cass.....	3385	1461	303	1767	14	20	1200	29	116	1912	18	30	19	13	7	
Catoosa.....	1370	629	187	812	18	18		40	78	930	16	16	16	15	1	
Charlton.....	334															
Charlton.....	1508	No report	number taken from tax digest.													
Chattahoochee.....	761	338	96	494	16	24	300	38	37	527	20	13	13	11	2	
Chattahoochee.....	1448	678	208	886	10	16	140	25	69	980	21	19	19	15	4	2
Chattooga.....	2945	1797	87	1884	10	16	600	48	34	2186	36	32	31	31	3	1
Cherokee.....	1187	1132	513	1645	20	27	310	26	86	1757	26	32	29	15	14	1
Clarke.....	621	289	116	399	16	24	300	2	27	428	11	8	6	6		
Clay.....	824	484	106	584	14	18		14	81	679	14	12	8	8		
Clayton.....	798	270		270	16	16	100	4	8	282	9	9	3	3		
Cobb.....	3596	1430	412	1842	11	25		28	153	223	37	37	40	29	11	3

EDUCATIONAL STATISTICS OF THE STATE OF GEORGIA FOR THE YEAR 1860.

COUNTIES.	No. of children between the age of 6 and 18.	No. of children taught in the elementary branches between 6 and 18.	Total No. of children taught in the higher branches and elementary between 6 and 18.	Average number of children per teacher.	Average number of children per teacher.	Pr. et. assessed on State tax.	Amount raised for school fund.	No. of children under 6 years who have attended school.	No. of children over 18 years who have attended school.	Total of all persons who have attended school.	No. of school houses.	No. of schools taught.	No. of Teachers examined and passed.		No. of copies of Bond given to teachers.	REMARKS.
													Males.	Females.		
Jasper.....	843	281	173	434	15	23	300	1	27	460	17	9	7	14	16	
Jefferson.....	850	227	35	262	11	28	750			969	10	8	7	3	2	
Johnson.....	580	208	3	391	10	18				301	8	8	8	1		
Jones.....	705	337	120	457	13	18	625	4	30	491	16	16	12	4	2	
Laurens.....	887	659	237	887	18	25		16	151	1047	25	21	21	3	1	
Lee.....	513	245	36	281	19	40	500	6	38	235	10	16	6			
Liberty.....	610	313	256	569	5	8		9		611	26	21	6			
Lincoln.....	479	197	101	298	16	35	350			529	11	9	6	3	4	
Lowndes.....	959	403		43	17			16	11	433	14	14	7	5	2	
Lumpkin.....	1247	631	64	755	11	16	259	13	38	702	16	18	15	9	6	1
Macon.....	1208	386	167	533	12	24	800	10	38	539	19	14	12	10	2	
Madison.....	908	444	84	525	13	16		15	68	608	21	13	13	11	3	
Marion.....	1031	517	210	757	10	24		17	28	739	29	19	10	6	4	
McIntosh.....	204	114		111	14		339			114	10	10	9	8	1	
Merritt.....	1710	715	339	1045	14	18		22	71	1208	23	14	24	23	1	
Merrittewether.....	384	231	39	271	16	24	175	1	13	284	6	6	6	4		
Miller.....	1137	792	73	865	16	14	-359	13	56	931	14	11	14	12	1	
Milton.....	593	290	23	293	16	29	189	69	23	393	10	11				
Mitchell.....	1478	806	252	1148	16	27	1500	168	84	1409	31	31	31	25	6	
Monroe.....	527	250	11	263	16	16	290	2	38	295	18	11	13	11	2	
Montgomery.....	769	420	198	518	26	45	1960	6	21	644	17	17	17	11	6	
Morgan.....	1634						350								2	
Murray.....	1277	428		1705	21	33	2639	29	18	1752	16	40	19	11	8	
Muscogee.....	3190	542	153	635	12	18		11	71	711	49	18	11	9	1	
Newton.....	807	383	259	642	16	22	850	88	64	657	21	19	17	6	2	
Oglethorpe.....	1935	1022	35	1037	11	16		40	176	1217	28	23	15	14	1	
Paulding.....	1336	1020	28	1048	16	12	175	35	83	1172	22	23	24	23	1	
Pickens.....	168		20	188	4	7			5	193	8	8	8	6		

Incomplete.

Pike.....	1132	940	310	1230	14	18	25	975	30	71	1348	35	30	34	8	96	
Polk.....	955	996	968	564	15	16	28	709	20	86	764	14	16	13	3	1	
Pulaski.....	1030				16	26	18	1300				17	18	26	3	1	
Putnam.....	733	217	173	390	17	23	*					17	18	1	5	1	
Quitman.....	400	950	100	350	9	11						9	10	10	1	1	
Rabin.....	829			640	10	13			11	25	356	17	17	17	1	1	
Randolph.....	1133	594	911	815	15	20		450		55	694	15	12	15	7	1	
Richmond.....	2587	1457	403	1860	30	62	121-2			47	1987	11	41	38	11	1	
Selley.....	818	442	207	619	15	24	3	2754	80	5	579	14	14	27	11	1	
Servien.....	940	270	75	345	12	20	6	336	6	3	429	11	13	7	13	2	
Spaulding.....	1228	403	338	741	12	30	27	1030	24	56	851	22	30	15	7	1	
Stewart.....	2955	488	146	634	18	30	15	900	5	18	657	25	30	30	3	1	
Sumter.....	1919	906	392	1298	18	25	21	1500	27	73	1358	28	28	28	3	1	
Talbot.....	907	563	344	937	16	24	121-2	800	23	103	1033	28	28	22	6	1	
Taliaferro.....	435	122	109	231	17	24	3	560	7	15	251	9	11	8	2	1	
Tattnall.....	833	174	41	215	18	30	3	100	8	11	24	13	13	7	1	1	
Taylor.....	948	755	153	902	16	30	10	100	15	9	1013	15	15	14	1	1	
Telfair.....	575	109	60	175	18	22	25	400			178	8	8	7	3	1	
Terrell.....	763				16	20										1	
Thomas.....	1199				16	35	25	1000				20	15	15	5	1	
Townsend.....	749	614	50	700	16	38	2	96	1	45	757	14	16	13	1	1	
Troup.....	1478																
Twigg.....	766	213	138	351	15	27	25	900	47	13	364	13	9	23	1	1	
Union.....	1293	1033	38	1071	12	13	20	85	3	113	1231	18	18	16	2	2	
Upson.....	1354	629	233	862	14	28	20		45	47	707	20	28	28	8	1	
Walker.....	2314	1299	145	1342	16	20				156	1543	27	24	23	6	1	
Walton.....	1679	1038	208	1266	13	24	10	425	12	117	1503	27	24	17	1	1	
Ware.....	512	381		304	13	24			15	35	351	14	11	10	1	1	
Warren.....	900	982	987	579	11	28	25	1000		47	63	22	20	3	1	1	
Washington.....	1515	734	308	1062	16	30	25	1027	10	76	1148	22	20	28	4	1	
Wayne.....	402	155	29	184	16	34	53	254		10	191	10	16	9	1	1	
Webb.....	664	985	170	455	16	21	10	243	1	33	591	9	10	13	1	1	
Webster.....	832	432	61	510	16	21						8	8	5	3	1	
White.....	577	264	40	304	16	24	15	80	8	7	493	7	7	5	2	1	
Wilcox.....	889	992	182	474	20	33	20	1100	8	20	474	21	20	18	9	1	
Wilkes.....	1039	728	70	798	20	21	3	1290	3	38	839	23	28	20	8	1	
Wilkinson.....	2098	121	212	1333	16	20			46	88	1161	18	28	33	1	1	
Winfield.....	576	244	39	283	16	28	25	927	8	26	317	9	9	6			
Worth.....																	
	153814	79824	19673	89945					2459	6646	96,491	2,438	2,376	1,992	1581	411	96

No return from Ordry, num-
ber taken from tax digest.

No return from Ordry, num-
ber taken from tax digest.

Owing to the returns being so
very imperfect, the additions
will not tally one with the other.

CONTENTS.

Report of Dav. W. Lewis, of Hancock County.....	Page 3
Appendix A.—Report of Commissioners appointed in 1849 by Gov. Towns....	11
Bill submitted by the Commissioners.....	18
Appendix B.—Report of the Committee appointed by Educational Convention held at Marietta.....	25 ✓
Appendix C.—Memorial from a meeting held in Atlanta in 1853.....	35 ↓
Appendix D.—Report of the Trustees of the University of Georgia.....	41
Appendix E.—Laws of Force on the subject of Education.....	45
Appendix F.—Mr. Lomax's Bill.....	53
Mr. Memminger's Bill.....	55
Speech of Mr. Memminger before the House of Representatives of South Carolina.....	58
Schedule of System suggested by Dr. Church.....	71
The Bill of 1860 to create and establish a Commissioner of Pub- lic Schools.....	72
Appendix G.—Expression of Executive Messages on Education.—	
Extract from Gov. Lumpkin's Message of 1835.....	75
" " " Schley's " " 1837.....	76
" " " Gilmer's " " 1838.....	77
" " " " " " 1839.....	78
" " " McDonald's " " 1840.....	80
" " " " " " 1841.....	80
" " " " " " 1842.....	81
" " " " " " 1843.....	82
" " " Crawford's " " 1845.....	83
" " " " " " 1847.....	85
" " " Towns' " " 1851.....	87
" " " Cobb's " " 1853.....	91
" " " Johnson's " " 1855.....	93
" " " " " " 1857.....	96
" " " Brown's " " 1858.....	100
" " " " " " 1859.....	105
" " " " " " 1860.....	109
Special Message of Gov. Johnson, 1855.....	113

	Page
Appendix H.—Extract from a Communication from Gov. Lumpkin, dated November, 1855.....	117
Letter from Wilson Lumpkin to W. L. Mitchell.....	123
“ “ Prof. W. J. Sasnett.....	127
“ “ Rev. N. M. Crawford.....	135
“ “ Dr. S. K. Talmage to Hon. D. W. Lewis.....	140
“ “ “ “ “ T. R. R. Cobb, Esq.....	145
“ “ Thomas J. Burney, Esq.....	149
Agricultural Education—Letter from Col. James M. Chambers..	150
“ “ Rev. C. P. B. Martin.....	150
Appendix I.—Census Reports for the year 1850.....	154
“ “ “ “ 1859.....	160
Table showing the amount of the School Fund distributed in 1854 and 1859, and the number of children returned in those years..	167
No. of Free White Children between 8 and 18 years of age, 1859..	171
Number of Children under 8 and over 18 years of age, who attended School in 1859.....	174
Per cent. on State Tax—Teachers—County Academies, &c....	182
Counties that did not pay any tax for School Purposes.....	185
Statistics of the State of Georgia for the year 1860.....	186

REPORT
ON
PUBLIC EDUCATION,

BY

Mr. Lewis, of Hancock,

WITH

APPENDIXES

GIVING STATISTICS OF SCHOOL RETURNS, AND OTHER
DOCUMENTS ON THE SUBJECT.

Georgia
— 0 —

MILLEDGEVILLE, GA.:
BOUGHTON, NISBET & BARNES, STATE PRINTERS.

1860.





LIBRARY OF CONGRESS



0 021 780 265 9